THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND.

YEAR 1897-8.

Presented to both Houses of Parliament by Command of Her Majesty

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CONTENTS.

Page
REPORT, ... 5
NAMES OF COMMISSIONERS, ... 61
REPORTS OF INSPECTORS, ... 65

THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION

IN IRELAND,

FOR THE YEAR 1897–8.

TO

HIS EXCELLENCY GEORGE HENRY EARL CADOGAN, K.G.
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

We, the Commissioners of National Education in Ireland, submit to Your Excellency this our Sixty-fourth Report. In this Report the number of schools, number of pupils on the Rolls, the average on the Rolls, the average daily attendance, and the aid from local sources (except rates), are compiled from the School statistics furnished by the Inspectors in their Annual Reports made within the year 1897, and the statements connected with the expenditure of the Parliamentary grants and rates refer to the year ended 31st March, 1898. Periods for the Statistics and the Expenditure.

School-houses and Teachers Residences.

1. On the 31st December, 1897, there were 9,057 Schools on our Roll, of which 8,631 were in operation.

2. Of the total number on our Roll, 3,718 were Vested Schools, classified as follows:— Vested Schools.

(*a*) Vested in Trustees, - - -	2,677
(*b*) Vested in the Commissioners, - -	1,041
Total, - - -	3,718

Our grant towards the erection of Vested Schools, whether Vested in Trustees or Vested in the Commissioners, is two-thirds of the estimated cost.

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* For Schools inoperative see paragraph 8, page 8.

Non-Vested Schools

3. The remainder, 5,339, were Non-Vested Schools, which are erected from funds locally provided, or, in a few instances, from loans available under the Act of 1884, 47 & 48 Vic., cap. 22, or are schools formerly vested, the leases of which have expired. The loans are repayable at 5 per cent. per annum (principal and interest included) in 35 years.

Number of Grants to new schools (*a*.) Buildings. (*b*.) Salaries

4. The number of applications for grants to new Schools considered in the year 1897 was 78. In 73 cases we gave the required assistance, either as grants for building new premises, or as grants in aid of the maintenance of Schools previously established but not in connexion with the Board. The remaining 5 applications were rejected.

Amount of Grants.

The erection of Vested School-houses, for which we make building grants, is carried out under the direction of the Board of Works. On the first of April, 1897, the amount for which that Board was liable in respect to grants already made by us and notified to them was £48,198. In addition to this amount, we had made grants amounting to £21,469, which had not up to the 31st March, 1897, been ready for notification to the Board of Works. Our total liabilities therefore on that date amounted to £69,667.

As in the previous year, we received in 1897–8, a greater number of applications for such grants than what the Parliamentary Vote would warrant us in sanctioning. Accordingly it was again necessary to limit our grants, and the total of the new grants we felt warranted in making in 1897-8 was £28,108 (see Table at foot). During the year we cancelled grants to the amount of £1,431 in cases in which the Managers failed to proceed with the works. The liabilities on the part of the Board of Works on 31st March, 1898, amounted to £33,974; and there were also grants made by us prior to that date, but not ready for notification to Board of Works, amounting to £25,645. Our total liabilities therefore on that date were £59,619.

The grants referred to above as sanctioned by us during the year ended 31st March, 1898, were apportioned as follows:—

Erection of New Vested School-houses.			Enlargement of Existing Vested School-houses.			Other improvements to existing Vested School-houses.		Total.
No. of School-houses.	No. of Pupils for which the New School-houses will afford Accommodation.	Amount of Grant.	No of Schools.	No. of Pupils for which Additional Accommodation will be provided.	Amount of Grant.	No. of Schools.	Amount of Grant.	
		£ s. d.			£ s. d.		£ s. d.	£ s. d.
61	9,262	23,487 10 10	11	716	1,561 13 4	58	3,059 0 11	28,108 5 1

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Amount of Loans.

The Parliamentary Vote for the year to meet the cost of the new school-houses was £40,000; but the total amount actually paid within the year by the Board of Works on account of work executed by the Managers was £36,500.

We also forwarded to the Board of Works applications for loans to the amount of £690 towards the erection of new Non-Vested school-houses, and £650 towards enlarging or otherwise improving existing Non-Vested school-houses.

Local aid towards building and repairing school-houses.

According to the Returns furnished by the School Managers, the amount subscribed in the year 1897 from local sources towards the erection of new buildings, additions to school premises, &c., was £34,728; and similarly for repairs, improvements of school-house and furniture, and other local expenditure, the amount was £33,215. Total, £67,943.

Residences.

5. During the year we approved of loans in 43 cases to provide Teachers' Residences, and in 4 cases to improve existing Residences. The total amount of the loans sanctioned was £10,190 5*s.*

Since the year 1875, when the Residences Act came into force 1,263 applications for loans, and 72 applications for grants, as distinct from loans, to provide Residences for Teachers, have been approved by us. A large per-centage of the teachers however are as yet unprovided with suitable residences.

Free Residences.

The number of free residences for Teachers as returned by the Managers, is 1,301.

Condition of premises.

6. As regards the Vested schools, especially those Vested in our Board, and kept in repair by the Board of Works, the adequacy and suitableness of their sites, their sanitary arrangements, and their general fitting up for school purposes, afford as a rule grounds for satisfaction.

The Non-Vested Schools are, in large proportion, held in excellent houses, and on suitable sites, but many of those school-houses are of an unsatisfactory character.

Compulsory acquisition of sites.

Although there is considerable reluctance on the part of the Managers to employ the powers available under the Acts of 1892 and 1893, for the compulsory acquisition of sites for Schools and Residences, yet as the result of the earnest efforts made by many Managers to effect improvements, the supply of suitable buildings is increasing.

In 1897, no application was made to us to authorise the compulsory purchase of sites for Schools, but 2 applications were made for authority to purchase sites for residences. In one of these cases a site was subsequently acquired by agreement; in the other case Trustees were authorised to compulsorily acquire a site.

Since the Act of 1892, as amended, came into operation, we gave the required authorisation in 26 cases to acquire sites compulsorily, and we refused the authorisation in one case.

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Schools in Operation: Attendance.

Schools in Operation.

7. On the 31st of December, 1897, we had 8,631 schools in operation. During the year, 132 schools were brought into operation—viz., 89 Vested in the Commissioners or in Trustees, and 43 Non-Vested; while 107 schools were placed on the Suspended List, or removed from the Roll of National Schools; thus giving a net increase of 25 schools in operation for the year 1897.

Space accommodation provided.

In the schools examined within the year 1897, the accommodation afforded was sufficient for 854,250 pupils, allowing eight square feet for each pupil.

Inoperative schools.

8. Of the schools on our Roll, 426 were not in operation in 1897. Of these 238 were not completely built, 170 were on the "Suspended List," chiefly owing to failure to maintain a sufficient attendance of pupils, and 18 Model School departments were inoperative, having been amalgamated with the adjoining departments.

The organisation of the Central Model Schools was altered, so as to bring the five Boys' Departments under one Head Master and the four Girls' Departments under one Head Mistress; four former Head Masterships and three Head Mistress-ships being discontinued under this arrangement.

Free schools.

9. From the returns we have received, it appears that 8,186 schools were free from school fees in 1897. In 395 schools "excess average fees," authorised under the Act of 1892, were charged to pupils over three and under fifteen years of age.

Average No. on Rolls.

10 (*a.*) The total average number of pupils on the Rolls as recorded on the last day of the Results year, of the schools severally examined within the year 1897, was 816,001.

Average daily attendance (all ages).

(*b.*) The total average daily attendance of pupils similarly for the Results year was 521,141.*

Proportion of attendance to No. on Rolls.

(*c.*) The per-centage of the average daily attendance of pupils for the year to the average number on the Rolls was 63·9.

Average daily attendance (ages 3 to 15, and 15 and above).

11. (*a.*) The number of pupils over three and under fifteen years of age, the limits of age† defined in the Act of 1892, sec.

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* The average daily attendance for the Results year 1896, was 532,532. This shows a decrease for 1897 of 11,392. The Returns of the Registrar-General shew that epidemics during 1897 prevailed to a greater extent than for the previous ten years.

† It is only for pupils within those ages that the capitation grant provided by the Act is paid. This number (504,134) includes 4,301 attending Poor Law Union National Schools, 258 attending Evening National Schools, and 2,065 pupils of Industrial Schools (under the Act) attending National Schools, being a total of 6,624, which, being deducted from the gross number, leaves 497,510 for which the capitation grant provided by the Act is payable.

18, sub-sec. (5), in average daily attendance was 504,134. The average attendance of those who were fifteen and above was 17,007.

Attendance for 75 days or over.

(*b*.) The number of pupils over three and under fifteen years of age who made at least 75 attendances in the first six months of the Results year in the several schools was 316,535; and the corresponding number for second six months was 384,967.

Attendance in each of ten years.

12. The following Table exhibits for the last ten years—(*a*) the number of National Schools in operation, (*b*) the average number of pupils on the Rolls, (*c*) the average daily attendance, (*d*) the per-centage of the latter to the average number on the Rolls, and (*e*) the number of pupils who made attendances on 100 days or over:—

Year.	Number of Schools in operation. (*a*)	Average number of pupils on Rolls.* (*b*)	Average daily Attendance.* (*c*)	Per-centage of Average Daily Attendance to Average Number on Rolls. (*d*)	Number who made 100 Attendances or over in Results Year.† (*e*)
1888	8,196	846,433	493,883	58·3	588,807
1889	8,251	839,603	507,865	60·5	575,113
1890	8,298	828,620	489,144	59·0	506,358
1891	8,346	824,818	506,336	61·4	569,604
1892	8,403	815,972	495,254	60·7	560,517
1893	8,459	832,545	527,000	63·3	583,553
1894	8,505	832,821	525,547	63·1	596,555
1895	8,557	826,046	519,515	62·9	590,114
1896	8,606	815,248	534,957	65·6	606,876
1897	8,631	816,001‡	521,141‡	63·9	589,629

See Table A., pages 44 and 45.

Total names on rolls.

13. The total number of pupils actually on the Rolls of National Schools on the last day of their Results year was 798,972.

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* The population of Ireland in 1891 was 4,704,750. The (estimated) population in the subsequent years shows diminution as follows:—In 1892 it fell to 4,668,073; in 1893, to 4,613,187; in 1894, to 4,629,118; in 1895, to 4,574,764; in 1896, to 4,560,378, and in 1897 to 4,551,631.

† This figure is taken as it is the number of attendances that qualifies for examination for Results-fees. At page 82 the numbers of pupils examined for Results in 1897 will be found,—viz.: 560,187.

‡ For 1897, this number refers to the twelve months ended the last day of the month preceding the Results Examination in each school examined during the year 1897.

Religious denominations.

14 The religious denominations of these pupils were as follows:—

606,121 or 75·9 per cent. were Roman Catholics.
91,967 or 11·5 ,, of the Late Established Church.
86,762 or 10·9 ,, Presbyterians
8,540 or 1·0 ,, Methodists.
5,562 or 0·7 ,, of other Denominations.

Schools from which Returns were received.

15. The number of the schools for which returns of statistics have been received from the Inspectors in 1897 was 8,581. Of these 8,573 are tabulated in the following paragraphs; and eight are omitted for reasons stated in foot-note to Table C, p. 48.

Schools attended by Roman Catholics *and* Protestants.

16. The following tables show, according to provinces, the number of Roman Catholic *and* Protestant Pupils on Rolls of 3,292 of these Schools, attended by both denominations, and the per-centage of each denomination :—

(*a*.) PUPILS in Schools under ROMAN CATHOLIC Teachers exclusively.

PROVINCES.	Number of Schools.	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics.	Protestants	Roman Catholics	Protestants.
ULSTER, . .	774	55,083	6,050	90·1	9·9
MUNSTER, . . .	591	64,657	2,081	96·9	3·1
LEINSTER, . . .	543	48,178	2,019	95·9	4·1
CONNAUGHT, . . .	422	38,703	1,609	96·0	4·0
TOTAL, . .	2,330	206,651	11,829	94·6	5·4

(*b*.) PUPILS in Schools under PROTESTANT Teachers exclusively.

PROVINCES.	Number of Schools.	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics.	Protestants.	Roman Catholics.	Protestant.
ULSTER, . . .	819	7,029	59,771	10·5	89·5
MUNSTER, . . .	23	96	1,002	8·7	91·3
LEINSTER, . . .	55	412	3,585	10·3	89·7
CONNAUGHT, . . .	24	142	968	12·8	87·2
TOTAL, . .	921	7,679	65,326	10·5	89·5

(*c.*) PUPILS in Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

Schools attended by Roman Catholics *and* Protestants.

PROVINCES.	Number of Schools.	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics	Protestants.	Roman Catholics.	Protestants.
ULSTER, . . .	20	996	1,449	40·7	59·3
MUNSTER, . . .	7	285	519	35·4	64·6
LEINSTER, . . .	13	2,734	673	80·2	19·8
CONNAUGHT, . . .	1	1	77	1·3	98·7
TOTAL, . .	41	4 016	2,718	59·6	40·4

SUMMARY of foregoing Tables (*a*), (*b*), (*c*), showing Numbers of Pupils in Schools attended by both Roman Catholics and Protestants.

Number of Schools.	Number of Pupils.			Per-centage of each Denomination.	
	Roman Catholics.	Protestants.	Total.	Roman Catholics.	Protestants.
3,292	218,346	79,873	298,219	73·2	26·8

See Table B, pages 46 and 47.

17. The following table shows, according to Provinces, the number of Roman Catholic and Protestant Pupils on the Rolls of 5,281 schools attended *solely* by one denomination, and the percentage of pupils of each denomination to the total in those schools.

Schools attended *solely* by Roman Catholics, or *solely* by Protestants.

—	Under Roman Catholic Teachers exclusively.		Under Protestant Teachers exclusively.						Total pupils R.C. and Protestant.	Per centage to Totals.	
	Schools.	R.C. pupils.	Schools.	R.C. pupils	Pres. pupils	Meth. pupils.	Others.	Total Protestant pupils.		R C pupils.	Protestant pupils.
Ulster, .	590	58,326	992	36,303	48,852	4,711	2,710	92,576	150,902	38·7	61·3
Munster,	1,354	133,164	113	4,336	321	434	96	5,187	138,351	96·3	3·7
Leinster, .	923	102,654	242	10,564	867	490	311	12,232	114,886	89·4	10·6
Connaught,	1,010	93,598	57	1,897	231	98	28	2,254	95,852	97·6	2·4
Total,	3,877	387.742	1,404	53,100	50 271	5,733	3,145	112,249	499,991	77·6	22·4

See Table C, page 48.

Per-centage of Pupils.

18. Of the number of *Pupils* on the Rolls, viz. :—37·3 per cent, or 298,219, were in schools attended by Roman Catholic and Protestant pupils, and 62·7 per cent. or, 499,991, in schools attended *solely* by Roman Catholics, or *solely* by Protestants.*

Per-centage of Schools attended by Roman Catholics *and* Protestants.

19. The per-centage of *Schools* having Roman Catholic *and* Protestant pupils in attendance in each year from 1888 to 1897, was as follows:—

	With Pupils on Rolls making any attendance in year.								With Pupils on Rolls on 31-12-'96.	With Pupils on Rolls on last day of Results year.
—	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.
Ulster, .	64·5	63·6	62·8	60·4	60·5	59·9	57·9	57·4	51·2	50·4
Munster, .	34·4	33·3	32·9	32·3	33·0	33·5	32·6	33·3	29·1	29·7
Leinster,	45·7	44·4	43·2	43·9	42·2	41·8	42·3	41·3	34·3	34·4
Connaught,	37·0	36·6	36·4	35·1	35·4	35·9	35·4	35·6	30·9	29·5
Total,	48·4	47·5	46·7	45·7	45·6	45·5	44·5	44·4	38·8	38·4

Per-centage of schools attended *solely* by Roman Catholics or *solely* by Protestants.

20. The per-centage of Schools exhibiting an attendance composed either *solely* of Roman Catholic pupils, or *solely* of Protestant pupils, for each year from 1888 to 1897, was as follows:—

	With Pupils on Rolls making any attendance in year.								With Pupils on Rolls on 31-12-'96.	With Pupils on Rolls on last day of Results year.
—	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.
Ulster, .	35·5	36·4	37·2	39·6	39·5	40·1	42·1	42·6	48·8	49·6
Munster, .	65·6	66·7	67·1	67·7	67·0	66·5	67·4	66·7	70·9	70·3
Leinster, .	54·3	55·6	56·8	56·1	57·8	58·2	57·7	58·7	65·7	65·6
Connaught,	63·0	63·4	63·6	64·9	64·6	64·1	64·6	61·4	69·1	70·5
Total,	51·6	52·5	53·3	54·3	54·4	54·5	55·5	55·6	61·2	61·6

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* See Tables B. and C., pages 46, 47, and 48.

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21. The religious denominations of the Managers of the schools, distinguishing Clerical from Lay, on 31st December, 1897, were as follows:—

Religion of Managers of Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
Roman Catholic, . .	1,184	5,725	141	165	1,325	5,890
Late Established Church,	676	1,022	269	468	945	1,490
Presbyterian, .	375	688	159	214	534	902
Methodist, . . .	62	84	14	24	76	108
Other Denominations, .	12	17	29	38	41	55
Total, . .	2,309	7,536	612	909	2,921	8,445

22. The following table shows, for 8,427 day schools from which returns have been received, the numbers of schools with the several degrees of average daily attendance of pupils. (154 Poor Law Union Schools are not included):—

Classification of Schools as to average attendance

Total average Daily Attendance.	Number of Boys' Schools.	Number of Girls' and Infants' Schools.	Number of Mixed Schools (Boys and Girls.)	Total.
Under 10	—	—	3	3
10 but under 15	—	—	64	64
15 " 20	—	3	127	130
20 " 25	18	16	301	335
25 " 30	88	74	344	506
30 " 35	214	215	524	953
35 " 40	255	247	512	1014
40 " 45	238	214	429	881
45 " 50	176	200	339	715
50 " 55	136	159	317	612
55 " 60	137	128	218	483
60 " 65	93	99	162	354
65 " 70	99	124	171	394
70 " 75	106	107	162	375
75 " 80	76	63	113	252
80 " 85	49	48	97	194
85 " 90	35	49	64	148
Forward, .				
90 but under 95	32	25	37	94
95 " 100	28	25	27	80
100 " 105	20	27	38	85
105 " 110	18	29	33	80
110 " 115	22	16	22	60
115 " 120	13	11	15	39
120 " 125	11	13	12	36
125 " 130	10	14	14	38
130 " 135	11	15	10	36
135 " 140	14	3	9	26
140 " 160	15	46	35	96
160 " 180	19	42	10	71
180 200	12	26	15	53
200 " 250	14	50	21	88
250 " 300	5	34	6	45
300 and above	7	68	12	87
Total, .	1,971	2,190	4,266	8,427

Attendance of the Pupils.

23. We have ascertained the following information as to the attendance of the pupils on the Rolls on last day of the Results Year of each School examined in 1897:—

—	Number Attending.	Per-centages.	
Under 50 attendances,	93,986	11·8	
50 but under 75 attendances,	51,012	6·8	25·8
75 " 100 "	57,458	7·2	
100 " 125 "	137,636	17·2	
125 " 150 "	133,679	16·7	
150 " 175 "	135,166	16·9	74·2
175 " 200 "	121,089	15·3	
200 attendances and above,	65,146	8·1	
Total,	798,072	100·0	

Compulsory Attendance Provisions of the Irish Education Act, 1892.

Irish Education Act, 1892.

24. In our last Report we stated that the defects in the Act of 1892, which rendered it inoperative in many places, had not yet been remedied. One of these defects is that while that measure provided that "the expenses of a School Attendance Committee and the salaries and expenses of their officers shall be defrayed by the local authority out of the local rate;" no interpretation of the term "local rate" is given. Accordingly in Dublin and other places, the local authority felt unable to take effective steps to carry into operation the provisions of the Act, as the Act did not specify the fund out of which the expenses incurred under its provisions could be paid.

During the year 1897 the town of Macroom adopted the provisions of the Towns Improvement (Ireland) Act, 1854, and Town Commissioners have been appointed. There are now 120 places to which the compulsory attendance provisions of the Irish Education Act of 1892, apply.

But in only 72 of these were School Attendance Committees appointed, and in only 52 of the latter were the provisions of the Act carried into effect by the Committees during the year. This showed an increase of 7 over the corresponding number for 1896.

The following tables show for 1893, 1896, and 1897, respectively, the character of the attendance of pupils in the National Schools (*a*) for all Ireland, (*b*) for the places in which the Compulsory Attendance Clauses of the Act were in operation in 1896 and 1897, and (*c*) similar information for the places in which those Clauses were not in operation either in 1896 or 1897.

The Compulsory Attendance Clauses began to be enforced 1st January, 1894, and 1893 is consequently taken as the latest year in which they were not in force anywhere.

(*a.*) For all Ireland :—

YEAR.	Average number of pupils on Rolls.	Average daily attendance of pupils.	Percentage of average daily attendance to average on Rolls.	Number of pupils who made 100 attendances or over in Results Year.
1893, . .	832,545	527,060	63·3	583,553
1896, . .	815,248	531,957	65·6	606,876
1897, . .	816,001	521,111	63·9	589,629

(*b.*) For the places (42) in which the Act was in operation both in 1896 and 1897 :—

1893, . .	89,274	60,459	67·7	61,346
1896, . .	95,761	69,914	73·0	72,101
1897, . .	96,516	68,678	71·1	71,717

N.B.—The comparison here is necessarily between the attendances in the same places in which the Act was operative in both these years, and hence the number is limited to 42.

(*c.*) For the places (65) in which the Act was not in operation either in 1896 or 1897 :—

1893, . .	103,222	67,433	65·3	80,315
1896, . .	106,138	71,560	67·4	71,760
1897, . .	106,223	69,603	65·5	70,672

N.B.—The comparison here is necessarily between the attendances in the same places in which the Act was not put in operation in either of these years, and hence the number is limited to 65.

Schools of a Special Character.

(*a.*) MODEL SCHOOLS.

Attendance at Model Schools.

25. The number of Model School Establishments in operation at the end of the year was 30, of which 4 (including the Central Model Schools) are Metropolitan, and the remaining 26 are District and Minor Model Schools. These contain in all 77 separate departments (see paragraph 8 as to the Central Model Schools), each in operation with its own distinct staff and organization.

Evening schools for boys are recognised in connexion with the Central, the West Dublin, the Inchicore, and the Belfast Model Schools. They were in operation during the past year and were conducted in each case by members of the day school staff.

The total average number of pupils on the Rolls of the Model Schools as recorded on the last day of the Results year of the Schools severally examined within the year 1897 was 10,355.

The total average daily attendance at these Schools for their Results year was 7,422.*

The per-centage of the average daily attendance of pupils for the year to the average number on the Rolls was 71·7.

The number of pupils who attended on 100 days or over in the year was 7,649.

Pupil Teachers and Monitors.

Besides the regular Teaching Staffs we employ Pupil-Teachers and Monitors in the Model Schools. In some of the Model Schools male Pupil Teachers are boarded and lodged at the public expense; in others they receive an allowance for maintenance. Female Pupil Teachers are always non-resident.

There were 195 Pupil Teachers (115 Boys and 80 Girls) in our Model Schools on the 31st December, 1897.

* The average daily attendance for the Results year 1896 was 7,687.

Religious Denominations of Model School Pupils, and Attendances.

26. The following table shows the Religious Denominations of the Pupils on the Rolls of the several Model Schools on the last day of their Results year, the average number on Rolls, the average Daily Attendance, and the number of Attendants for 100 days or over.

County.	Model School.	Religious Denominations of Pupils on Rolls on the last day of the Results year.						Average number on Rolls.	Average Daily Attendance.	No. of Pupils who made 100 attendances or over within the Results Year.
		R.C.	E.C.	Pres.	Meth.	others.	Total			
Dublin, . .	Central, . .	1,103	346	160	36	32	1,677	1,610	1,115	1,035
„ . .	West Dublin, .	550	33	1	1	-	585	517	366	338
„ . .	Inchicore, . .	396	81	8	3	–	488	507	335	121
„ . .	Glasnevin, . .	80	21	1	–		102	78	58	67
Kildare, . .	Athy, . . .	–	53	15	4	–	72	85	56	66
Cavan, . .	Bailieborough, .	–	66	43	7	–	116	123	83	91
Antrim, . .	Ballymena, .	–	44	229	17	44	334	339	253	278
„ . .	Belfast, . .	24	378	601	93	54	1,150	1,214	901	916
Tipperary, .	Clonmel, . .	34	88	31	12	4	169	151	110	80
Londonderry,	Coleraine, . .	10	43	175	10	8	246	254	190	207
Cork, . .	Cork, . . .	246	186	18	20	42	512	511	393	407
„ . .	Dunmanway, .	22	99	–	23	–	144	135	90	104
Wexford, .	Enniscorthy, .	–	107	13	3	–	123	127	91	107
Fermanagh,	Enniskillen, .	18	136	27	47	–	228	234	180	179
Galway, . .	Galway, . .	14	64	24	9	–	111	108	83	79
Kilkenny, .	Kilkenny, . .	–	64	14	6	–	84	79	58	64
Limerick, .	Limerick, . .	12	127	30	26	54	249	218	175	173
Londonderry,	Londonderry, .	–	140	301	24	11	476	451	335	360
Armagh, .	Newry, . .	27	155	168	20	5	375	361	273	305
Down, . .	Newtownards, .	8	52	253	27	8	348	347	251	285
Sligo, . .	Sligo, . . .	2	149	46	48	13	258	265	188	213
Meath, . .	Trim, . . .	160	17	–	-	–	177	181	131	139
Waterford, .	Waterford, .	30	95	12	2	15	154	142	105	97
Antrim, . .	Ballymoney, .	-	39	305	–	–	344	357	274	293
„ . .	Carrickfergus, .	–	111	173	29	59	372	366	284	306
Armagh, .	Lurgan, . .	–	222	88	45	16	371	350	281	294
Monaghan, .	Monaghan, .	3	119	174	2	–	298	318	220	256
Tyrone, .	N.-T.-Stewart, .	–	66	73	13	–	152	166	126	136
„ . .	Omagh, . .	3	233	176	40	2	454	403	322	351
King's, . .	Parsonstown, .	–	106	15	5	1	127	134	89	97
	Total, . .	2,742	3,446	3,077	572	365	10,196	10,355	7,422	7,610
		26·9	33·7	30·2	5·6	3·6	–	71·7		
		Percentage to total on Rolls.						Percentage of average attendance to average on Rolls.		

27. The following Table shows (*a*) the *Total* expenditure on the Model Schools for the Year 1897, (*b*) the *Net* expenditure on the Model Schools out of the Education Vote, and (*c*) the total payments to the Teaching Staff from the National Education Vote and from Local Sources. Model Schools Expenditure.

(Expenditure by Board of Works on repairs, &c., not included.)

(*a*)

MODEL SCHOOL.	Expenditure from State Grants.		Expenditure from Local Sources.		Total Expenditure
	General Expenditure *i.e.* Rents, Petty Expenses, etc.	Salaries and Allowances to Teaching Staff.	Part of School Fees to Teachers.	Union Rates to Teachers.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Central,	233 19 0	4,246 11 6	101 10 8	—	4,635 4 8
West Dublin,	92 14 1	1,393 1 2	12 17 9	—	1,498 13 0
Glasnevin,	62 11 6	251 7 6	0 14 8	—	314 13 8
Inchicore,	5 3 11	921 7 9	26 12 3	—	953 3 11
Athy,	58 9 7	311 5 0	1 8 3	—	371 3 0
Bailieboro',	59 8 11	353 11 5	2 0 5	—	415 0 9
Ballymena,	67 14 6	876 10 11	14 15 0	—	959 6 5
Belfast,	519 12 4	4,118 17 9	84 4 1	352 3 6	5,074 17 8
Clonmel,	105 11 10	597 2 1	7 0 3	—	710 0 2
Coleraine,	72 1 6	833 10 9	11 2 7	—	916 14 10
Cork,	400 12 7	1,502 3 8	57 14 3	54 2 7	2,014 13 1
Dunmanway,	93 12 6	368 1 5	1 8 4	—	463 2 3
Enniscorthy,	72 11 5	350 10 6	2 8 9	—	425 10 8
Enniskillen,	139 15 4	879 8 1	12 17 10	—	1,032 1 3
Galway,	83 7 5	411 19 7	2 18 1	—	498 3 1
Kilkenny,	105 15 10	313 3 9	2 11 3	—	421 10 10
Limerick,	131 4 11	906 3 8	7 5 5	—	1,044 14 0
Londonderry,	217 2 2	1,650 13 7	25 9 11	—	1,893 2 5
Newry,	100 1 11	1,175 13 5	25 14 8	88 0 9	1,389 9 9
Newtownards,	124 19 5	1,127 3 9	10 4 4	—	1,262 7 6
Sligo,	132 19 1	832 10 3	12 15 11	—	978 11 3
Trim,	53 6 0	594 10 10	7 18 11	36 17 3	732 13 6
Waterford,	139 13 1	428 15 6	3 8 2	—	571 17 0
Ballymoney,	23 17 4	1,143 8 7	8 18 6	—	1,170 2 5
Carrickfergus,	64 14 8	955 18 6	18 17 0	—	1,039 10 2
Lurgan,	80 12 1	950 5 7	5 17 5	—	1,040 15 1
Monaghan,	59 0 5	872 15 6	7 15 2	—	939 11 5
Newtownstewart,	28 13 4	477 0 11	2 4 2	28 18 4	536 10 9
Omagh,	61 12 2	1,261 15 8	21 17 2	—	1,345 5 0
Parsonstown,	26 13 0	476 19 6	4 11 8	—	508 6 3
Total,	3,507 16 8	30,586 2 4	509 1 7	560 2 5	35,163 2 0

(*b*)

Total Expenditure on Model Schools [see Table above],	—	£35,163 2 0
Deduct £1,999 18*s.* 7*d.* School Fees appropriated in aid of Education Vote, Deduct £509 1*s.* 7*d.* School Fees paid to Teachers,	£2,509 0 2	
Deduct £560 2*s.* 5*d.* Contributions from Local Rates,	560 2 5	
Total Deductions,		3,069 2 7
Net Expenditure on Model Schools out of Education Vote,	—	32,093 19 5

(*c*)

Total Annual Payments to Teaching Staff—			
From Education Vote { Day Schools,	£30,451 12 8	—	£30,586 2 4
From Education Vote { Evening Schools,	131 6 8		
School Fees,		—	509 1 7
Rates Contributions,		—	560 2 5
Total,		—	£31,655 6 4

(*b*.) CONVENT AND MONASTERY SCHOOLS.

Convent and Monastery Schools.

28. The numbers of these Schools, and the attendances, for their Results year, were as follows:—

Class of School.	Paid by Capitation.			
	No. of Schools.	Average No. of Pupils on Rolls.	Average Daily Attendance.	No. who made 100 Attendances or over.
Convent, . .	273	91,074	61,381	64,783
Monastery, . .	3	1,270	810	789
Total, . .	276	92,344	62,191	65,572

Class of School.	Paid by Classification.			
	No. of Schools.	Average No. of Pupils on Rolls.	Average Daily Attendance.	No. who made 100 Attendances or over.
Convent, . .	21	5,678	3,886	4,194
Monastery, . .	40	7,320	5,043	5,368
Total, . .	61	12,998	8,929	9,562

These schools are divided into two classes:—

Lay Assistants.

(*a*) Those in which the teachers are not examined for classification, and are paid in lieu of salary a capitation allowance regulated by the average number of children in daily attendance. The teaching power in these Schools is partly made up of Lay Assistants—366 in number—who, though not paid directly by us, are recognised under special conditions, and are granted valuable privileges in the matter of service, training, and promotion in class.

(*b*) Those whose teachers are examined for classification, and who are paid according to the same scale of class salaries as teachers of ordinary National Schools.

Convent and Monastery National Schools, whether paid on the principle of classification or of capitation, share with ordinary National Schools in Results fees, Gratuities for instructing Monitors, Customs and Excise Grant, and the "School Grant" provided by the Act of 1892.

The total average number of pupils on the Rolls of the Convent and Monastery National Schools, as recorded on the last day of the Results year of the Schools severally examined within the year 1897, was 105,342.

The total average daily attendance at these Schools for their Results year was 71,120.*

The per-centage of the average daily attendance of pupils to the average number on the rolls was 67·5.

The number of pupils who attended on 100 days or over in the year was 75,134.

(c.) WORKHOUSE SCHOOLS.

Workhouse Schools.

29. The number of Workhouse Schools in connexion with our Board in 1897 was 154.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the several Boards of Guardians. The salaries of the Teachers are determined and paid by the Poor Law authorities. The Poor Law Guardians have power, under the Act 38 & 39 Vict., cap. 96, to award to their Teachers, from the rates, the amount of results fees payable on the Inspectors' reports.

The total number of pupils on the rolls of these Workhouse Schools, as recorded on the last day of the Results year of the Schools severally examined within the year 1897, was 5,334, and the total average daily attendance of pupils similarly for the Results year, was 4,343.†

(d.) EVENING SCHOOLS.

Evening Schools.

30. Evening Schools are, as a rule, held on the same premises and taught by the same teachers as the Day Schools with which they are connected. Thirty-six were in operation on the 31st December, 1897. The number of scholars in average attendance was 1,255.

Teaching Power.

Teaching Power.

31. The number of Teachers in our service on 31st December, 1897, was as follows:—

Class.	Principals.		Assistants.		Total.	Junior Assistants.	Workmistresses and Industrial Teachers.	Temporary Assistants		Temporary Workmistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1^1. .	558	447	31	45	2,568	.	.	.	.	.
1^2. .	811	495	77	104		.	.	.	.	.
2^1. .	1,960	1,511	308	870	5,490	.	.	.	.	.
2^2. .	264	200	179	203		.	.	.	.	.
3^1. .	1,026	866	841	1,131	3,938	.	.	.	.	.
3^2. .	124	130	109	211		.	.	.	.	.
Total,	4,743	3,649	1,040	2,564	11,996	17	955	6	24	7
	8,392		3,604					32		
Gross Total,	13,007									

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* The average daily attendance for the Results year 1896 was 72,370.

† The average daily attendance for the Results year 1896 was 4,619.

The Teachers of the 273 Convent and 3 Monastery Schools that are paid by capitation are not included in this return.

Mixed and Unmixed Schools.

32. Our returns for 8,581 schools show the respective numbers taught by masters and by mistresses exclusively, and by Staffs consisting of both masters and mistresses; also the numbers attended by boys only, and by girls and infants only, and the numbers having a mixed attendance of boys and girls.

TEACHERS.	Schools for Boys only.	Schools for Girls (and Infants) only.	Schools for Mixed Attendance of Boys and Girls.
Masters only,	1,974	—	—
Masters only,	—	—	850
Mistresses only,	—	2,266	—
Mistresses only,	—	—	1,576
Master and Female Assistants,	—	—	954
Master and Workmistress,	—	—	961
Total,	1,974	2,266	4,341

New Teachers.

33. During the year 1897, there were 502 persons appointed for the first time as Principal or Assistant Teachers. Of these, 231 had been trained and 271 were untrained.

ANTECEDENTS OF NEW PRINCIPAL AND ASSISTANT TEACHERS.

		Prin.	Assist.	Total.
Trained in "Marlborough-street" Training College,		20	40	60
" "St. Patrick's" "		13	37	50
" "Our Lady of Mercy" "		26	20	46
" "Church of Ireland" "		32	12	44
" "De la Salle" "		14	17	31
Total,		105	126	231
Pupil Teachers,	In Model National Schools,	9	14	23
Paid Monitors,			3	3
Total,		9	17	26
Paid Monitors,	In Ordinary National Schools,	57	131	188
Pupils only,		1	–	1
Total,		58	131	189
Paid Monitors,	In Convent National Schools,	19	23	42
Lay Assistants,		–	4	4
Pupils only,		–	2	2
Total,		19	29	48
From other Schools and Institutions,		3	5	8
Total New Teachers,		194	308	502

The Teaching Body.

The candidates for the position of teacher are in general well prepared; and selections are, as a rule, made by Managers with care and judgment. A large proportion of the recently appointed untrained teachers had received a preliminary monitorial training.

NUMBER of TEACHERS appointed to the Service, and NUMBER of TEACHERS who left the Service, during the Year 1897.

N.B.—The term "Teachers" includes Principals, and Assistants; it excludes Workmistresses and Temporary Teachers.

——	Masters.	Mistresses.	Total.
Number of Teachers in the service on 31st December, 1896, ...	5,815	6,185	12,000
Number of Teachers not in actual employment on 31st December, 1896, who were appointed to schools in the course of the year 1897, . .	76	82	158
Number of Teachers first appointed to the service during 1897, ...	213	289	502
Gross Total, . . .	6,104	6,556	12,660
Number of Teachers who left the service during the year 1897, or were not in actual charge of schools at close of year :—			
Retired on pension or gratuity, . . .	74	74	148
Died in service, ...	41	40	81
Grants cancelled owing to insufficient attendance of pupils, ...	37	41	78
Not in service on 31st December, 1897, owing to causes not specified above, *e.g.* resignation, emigration, marriage, &c., &c., . .	166	188	354
Total, . . .	321	343	664
Number of Teachers in service on 31st December, 1897, ...	5,783	6,213	11,996

34. Monitors are selected by the Inspectors in schools found suitable in regard to efficiency of teachers, character of premises, &c., for monitorial training.

The number of paid Monitors on the 31st December, 1897, was 1,909 Boys, and 4,289 Girls. Total, 6,198.

The following table gives the number of Monitors classified according to their year of service:—

YEAR OF SERVICE.	Male Monitors.	Female Monitors.	Total.
1st year . . .	497	983	1,480
2nd " . . .	442	1,032	1,474
3rd " . . .	371	883	1,254
4th " . . .	333	834	1,167
5th " . . .	266	557	823
Total, . . .	1,909	4,289	6,198

35. In July, 1897, Annual Examinations were held by our own Officers in order to test (1) the efficiency and attainments of Pupil Teachers and Monitors; (2) the qualifications of Candidates for admission to Training Colleges; (3) the progress made by the Queen's Scholars in training: and (4) the fitness of Teachers for promotion. Annual Examinations.

These examinations were held under the Programmes hitherto in force, and also under the Revised Programme which is printed *in extenso* in the Appendix to this Report. There were in all 3,305 persons examined on the various courses, viz.:—2,135 under the Old Programme, and 1,170 under the Revised Programme.

The following is a summary as to the persons examined under the two Programmes:—

	Old Programme.	New Programme.	Total.
Fifth year Monitors, Pupil Teachers, Provisionally Classed Teachers, and Candidates for Training,	1,210	575	1,785
Two year Queen's Scholars at the end of their first year of Training, . . .	—	342	342
One and two year Queen's Scholars at the end of their course of Training, . . .	248	210	458
Classed Teachers who were Candidates for promotion, ...	677	43	720
Total,	2,135	1,170	3,305

A synopsis of the Special Reports furnished by the Examiners on the character of the answering of the Teachers and Monitors at the Annual Examinations in the various subjects, and an analysis of the answering, will be found in the Appendix to this Report, Section III.

Advancement in Classification. 36. The proportion of teachers in the higher classes steadily increases, as appears from the following table which shows the improvement in 1897 as compared with previous year, and also as compared with 1887.

Teachers in the several Classes, Males and Females included.				Per-centage to Total.		
Classes.	1887.	1896.	1897.	1887.	1896.	1897.
First Division of First (highest), . .	443	973	1,081	4·0	8·1	9·0
Second Division of First, . . .	960	1,470	1,487	8·6	12·3	12·4
Second Class, ...	4,475	5,414	5,490	40·1	45·1	45·8
Third Class (lowest), ...	5,281	4,143	3,938	47·3	34·5	32·8
Totals, ...	11,159	12,000	11,996	–	–	–

New system of Promotion for highly efficient service. 37. In 1897 we brought into operation, with sanction of the Lords of Her Majesty's Treasury, under the provisions of the Revised Programme, above referred to, the system of promotion (*a*) to the 1st (higher) division of 1st class for highly efficient service during seven consecutive years; and (*b*) to the 2nd division of 1st class for highly efficient service during two consecutive years.

This arrangement will we hope tend to greatly stimulate the Teachers to improve their methods of teaching and school organization.

With this exception, the system of promotion of Teachers by examination is still maintained; but the Programme has been largely modified by the introduction of English Literature, and in certain cases Drawing, and Needlework (for females), as compulsory subjects; also by extending the range of Optional Subjects, of which one at least must be taken.

Teachers' Pensions and Gratuities.

Pensions, &c., to Teachers.

38. The following Table shows the Number of National Teachers who in each year since the commencement of the Pensions Act (1st January, 1880), were in receipt of Pensions from the Fund; also the number of those to whom, on Retirement, Gratuities were awarded, with the Total Amounts each year. The figures set forth in the Table have been furnished by the authority of the Teachers' Pension Office in which is vested the administration of the Pension Fund.

—	Number of Teachers.				Total Amounts of Pensions and Gratuities paid (under the Act) to retired Teachers.
	On Pension on 31st December of each Year.		Receiving Gratuities during Year.		
	Number.	Amount paid.	Number.	Amount paid.	
		£		£	£
1880, ...	147	2,516	31	3,380	5,896
1881, ...	224	6,800	57	5,540	12,340
1882, ...	296	9,553	75	8,139	17,692
1883, ...	371	12,213	71	7,154	19,367
1884, ...	430	14,925	51	8,044	22,969
1885, ...	489	16,604	68	6,804	23,408
1886, ...	574	18,552	51	4,873	23,425
1887, ...	653	21,532	67	6,559	28,091
1888, ...	739	24,069	56	5,431	29,500
1889, ...	825	26,892	52	5,564	32,456
1890.	876	29,237	73	7,358	36,595
1891, ...	919	31,435	75	7,466	38,901
1892, ...	967	33,025	41	3,980	37,008
1893, ...	1,019	34,181	42	[illegible]	38,114
1894, ...	1,069	35,958	45	4,607	40,565
1895, ...	1,119	37,226	51	5,190	42,416
1896, ...	1,195	39,720	47	4,676	44,396
1897, ...	1,208	42,120	49	5,162	47,282
Total, . . .	—	—	—	—	540,781

Balance Sheet of Teachers' Pension Fund.

39. The following Statement relative to the Teachers' Pension Fund[*] is based on information furnished to us by the same Department.

The Income and Expenditure of the Pension Fund during the year 1897 were as follows:—

	£	*s.*	*d.*	£	*s.*	*d.*
INCOME:—						
Two half-years' Interest on £1,300,000,	39,000	0	0			
Interest on Stock, . . .	15,212	2	5			
Premiums paid by Teachers, .	9,486	6	8			
Amount voted in aid, . .	113,434	0	0			
				177,132	9	1
EXPENDITURE:—						
Pensions paid to Teachers, . .	42,120	6	5			
Gratuities, ...	5,162	0	0			
Premiums refunded, . . .	2,058	16	5			
				49,341	2	10
Surplus of Income over Expenditure, . . .				127,791	6	3

This Surplus was disposed of as follows:—

	£	*s.*	*d.*
Net amount invested in the purchase of net £113,906 14*s.* 6*d.*, Stock, ...	127,646	2	5
Increase in Cash Balance on 31st December, 1897, .	145	3	10
Total (as above), . . .	£127,791	0	3

The invested Capital of the Fund on the 31st December, 1897, was as follows:—

	£	*s.*	*d.*
Charge on the Irish Church Fund, . .	1,300,000	0	0
Stock, ...	610,434	6	11

Expenditure on Schools.†

Expenditure on Schools.

40. As far as we have been able to ascertain, the aggregate annual Expenditure on the *Schools* from all sources, including Parliamentary Grant, Rates, School fees, and local subscriptions, amounted to £1,198,148 1s. 0*d.*, as shown in the following

---

[*] NOTE.—The sum of £18,000 (Annual Parliamentary Grant) in aid of the Teachers' Pension Fund was paid over by us within the year to the Fund.

† NOTE.—The amount paid out of Vote for Board of Public Works for Buildings, Repairs, &c., of Vested Schools, is not included in this Section, neither is the amount £34,728 contributed from local sources towards the erection of New Buildings, &c., included. (See page 7, Sec. 4.)

table. This would give an average of £2 6s. 6¾d. for each child in average daily attendance during the year:— Expenditure on Schools.

(*a*) **From State Grants,** 1897-8 :—

	£	s.	d.	£	s.	d.
Vote for Primary Education (Ordinary), ...	803,241	6	7			
Parliamentary:—School Grant,	249,485	11	11			
Customs and Excise Grant, .	76,239	0	11			
				1,128,965	19	5

(*b*) **From Local sources** as under :—

	£	s.	d.	£	s.	d.
Subscriptions and Endowments, &c. (towards Incomes of Teachers), ...	20,429	14	4			
Subscriptions (towards Repairs, &c.), ...	33,215	8	11			
Rates from Contributory Unions (net)	8,098	4	9*			
School Pence paid by Pupils, .	7,438	13	7			
				69,182	1	7
Total annual Income of Schools from all sources, ...	—			£1,198,148	1	0

	£	s.	d.
Rate per Pupil from (*a*) State Grants, ...	2	3	10¼
Rate per Pupil from (*b*) Local sources, ...	0	2	8¼
Rate per Pupil from all sources, ...	2	6	6¾

41. The Amounts paid by the State in the Financial Year 1897-8 to the Teaching Staffs of the *principal classes* of National Schools were as follows:— Payments to Teaching Staffs of Principal Classes of Schools.

(This does not include Rates, School Pence, and other Local Contributions.)

Class of Schools (Including Evening, Poor Law Union, &c., Schools).	No. of Schools.	Average daily attendance.	Total State Aid to Teaching Staff.			Average payment per pupil in average daily attendance.		
			£	s.	d.	£	s.	d.
1. **Ordinary Schools (including Schools with average 20 to 30).**	7,833	431,359	941,278	7	0	2	3	7¾
2. **Model Schools . . .**	77	7,191	30,816	0	2	4	5	8½
3. **Convent and Monastery Schools (Classification).**	61	8,929	19,423	17	2	2	3	6
4. **Convent and Monastery Schools (Capitation).**	276	62,004	119,612	8	8	1	18	6¾
5. **Modified Grant Schools (average generally under 20).**	227	3,942	8,470	3	6	2	2	11¼
Total of all Schools. .	8,474	513,425	1,119,602	16	0†	2	3	7¾

* The total amount of the contributions from the Rates was £24,924 9s 9d., but the sum of £16,826 5s 0d. was refunded to the Guardians out of the Customs and Excise Grant, leaving a net amount paid by the Guardians, £8,098 4s. 9d.

† The payments to Evening Schools, excluded from this table, amounted to £576 17s. 5d Total, £1,120,179 13s. 11d.

Scale of Salaries.

42. The (fixed) salaries of the National Teachers, as augmented under the Act of 1892, are as follows:—

	Principal Male Teachers.			Principal Female Teachers.		
		Increase 20 per cent.	Salary.		Increase 20 per cent.	Salary.
First Class—First Division, .	£70	+ £14	= £84.	£58	+ £11 12s.	= £69 12s.
Old Second Div. of First Class,	£60	+ £12	= £72.	£50	+ £10	= £60.
New Second Division, . .	£53	+ £10 12s.	= £63 12s.	£43	+ £8 12s.	= £51 12s.
Old First Div. of Second Class, .	£46	+ £9 4s.	= £55 4s.	£37	+ £7 8s.	= £44 8s.
Second Class, First & Second Divs.	£44	+ £8 16s.	= £52 16s.	£34 10s.	+ £6 18s.	= £41 8s.
Third Class, ...	£35	+ £7	= £42.	£27 10s.	+ £5 10s.	= £33.

Assistant Teachers under Five Years' Service.

Males, ...	£35	+ £7	= £42.
Females, ...	£27	+ £5 8s.	= £32 8s.

Assistant Teachers of Five Years' Standing and Over who rank Higher than the Third Class

		Increase 20 per cent.	Bonus.	
Males, ...	£35	+ £7	+ £9	= £51.
Females, . . .	£27	+ £5 8s.	+ £7 10s.	= £39 18s.

Various kinds of Payments.

43. The payments to the teaching staff out of the Funds placed at our disposal by Parliament are made under the following general heads:—(*a*) Salaries and Gratuities; (*b*) Results Fees; (*c*) Parliamentary School Grant; (*d*) Customs and Excise Grant.

(*a*) Salaries and Gratuities.

(*a*.) The amount paid in 1897-8 in Salaries to principal and assistant teachers, workmistresses, pupil teachers, and monitors (including Capitation Salaries to conductors of Convent Schools and to teachers of small Modified Grant Schools, together with Good Service Salaries and Gratuities for training monitors) was £568,814 16*s.* 10*d.*

(*b*) Results Fees.

(*b*.) As annually reported by us, the Results Fees paid from the Parliamentary Vote are determined upon the answering of the pupils at the Annual Results Inspection of the Schools. The amount paid in the year was £225,640 4*s.* 3*d.*

(*c*) The Parliamentary School Grant (Irish Education Act, 1892).

(*c*.) The Parliamentary School Grant for 1897–8, under the Act of 1892, was at the rate of 10*s.* per pupil (over 3 and under 15 years of age) in average daily attendance, and was expended on (*a*) increases to the salaries of Principal and Assistant Teachers, and increases to the Grants to schools already paid by Capitation; (*b*) *bonuses* to Assistants of five years standing, who rank higher than Third Class; (*c*) Third Class salaries (instead of Capitation) to small schools with an average attendance of not less than 20 but under 30 scholars; and (*d*) the residue was paid as a General Capitation Grant in proportion to the average daily attendance of pupils. This residue amounted in 1897 to 5*s.* 6*d.* per pupil. The total amount paid in the year was £249,485 11*s.* 11*d.*

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(*d*.) The share annually paid over to us of the Local Taxation (Customs and Excise) Grant under the Act of 1890 is £78,000. In addition to the payment of £16,826 5*s*. made to the Guardians of the Contributory Unions, as a reimbursement (partial or complete) of the rates contributions to the teachers, the amount paid by us to the Teachers of the Schools situated in Non-contributory Unions was £59,412 15*s*. 11*d*. The total amount paid within the year was £76,239 0*s*. 11*d*., which was distributed at the rate of 3*s*. per pupil in average attendance.*

(*d*) Customs and Excise Grant.

44. The Teachers of Schools in Contributory Poor Law Unions receive the amount earned in Results Fees from the Parliamentary Vote, and one-half that amount, in addition, from the Rates. The number of Unions thus contributing in the year 1897–8 was 25; the number of schools situated within these Unions examined for Results was 1,490; and the total amount of Results Fees paid by us out of the Guardians' contributions was £24,924 9*s*. 9*d*.

Rates.

The net payment from rates after refunding £16,826 5*s*. to the Guardians under the Customs and Excise Act (1890), on account of their contributions of 1896–7, was £8,098 4*s*. 9*d*.

45. The *total income* of the *Teaching Staff* of all Schools, from the State and from local sources, respectively, for the year was as follows:—

Total Income of Teaching Staff.

		£	*s.*	*d.*		£	*s.*	*d.*
(*a*.)	From Vote for Primary Education (ordinary):							
	Salaries and Gratuities,	568,811	16	10	or 96·9 per cent.	1,120,179	13	11
	Results Fees,	225,645	4	3				
	„ Parliamentary School Grant,	249,483	11	11				
	„ Customs and Excise Grant,	76,239	0	11				
(*b*.)	„ Subscriptions, &c., (exclusive of Free Residences),	20,429	14	4	or 3·1 per cent.	35,966	12	8
	„ Rates of Contributory Unions (Net),†	8,098	4	9				
	„ School Pence paid by pupils,	7,438	13	7				
	Total,	1,156,146	6	7				

45*a*. These totals differ from those given in paragraph 40. The difference is accounted for as follows:—

	£	*s.*	*d.*	£	*s.*	*d.*
40*a*. State Grants to Schools,				1,128,965	19	5
45*a*. Income of Teaching Staff from State Grants,				1,120,179	13	11
Difference,				8,786	5	6
This difference consists of the following payments:—						
Central Model Schools—Free Stock, Charing and Petty Expenses,	243	19	6			
Other Model Schools—Free Stock, Rents and Petty Expenses,	3,118	16	2			
Incidental Expenses of Schools (Rents, &c.),	32	13	10			
Free Stocks to National Schools,	893	9	5			
Payments to Pupils of Agricultural Classes,	152	12	7			
Moieties of Rent Charge on Teachers' Residences,	4,373	11	0			
	£8,786	5	6			
40*b*. Expenditure on Schools from Local Sources,				69,182	1	7
45*b*. Income of Teaching Staff from Local Sources,				35,966	12	8
Difference,				£33,215	8	11

This difference is the local expenditure on repairing the schoolhouses, &c.

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* Model Schools do not share in this Grant.

† After refund to Guardians out of Customs and Excise Grant.

Training Colleges.

Training Colleges.

46. There are five Training Colleges receiving Grants, viz.:—

(1.) "Marlborough-street" (Dublin), for men and women, under our own Management;

(2.) "St. Patrick's" (Drumcondra, Dublin), for men;

(3.) "Our Lady of Mercy" (Baggot-street, Dublin), for women.

Both of these Colleges are under the management of His Grace the Most Rev. Dr. Walsh, Archbishop of Dublin;

(4.) "Church of Ireland" (Kildare-place, Dublin), for men and women, under the management of His Grace the Most Rev. Dr. Peacocke, Archbishop of Dublin;

(5.) "De la Salle" (Waterford), for men, under the management of the Most Rev. Dr. Sheehan, Bishop of Waterford and Lismore.

Fixed Grants.

47. Under the provisions of the scheme for the re-organization of the Training Colleges, promulgated in the letter of November, 1890, from the Right Hon. A. J. Balfour, then Chief Secretary for Ireland, the fixed grant payable for each Queen's Scholar in the Training Colleges is £50 for a male and £35 for a female Queen's Scholar, per annum.

Bonuses.

In addition to these fixed grants, a bonus of £10 for each year of residence for every male Queen's Scholar, and £7 for each year of residence for every female Queen's Scholar, is granted on the award of the Training Diploma after a probationary service of two years in the actual work of teaching.

Queen's Scholars, 1896-7.

48. During the past College year, commencing in September, 1896, 808 Queen's Scholars, of whom 433 were men and 375 women, were under instruction in these Colleges.

426 Queen's Scholars *completed* their course of training. Of these, 179 who had been previously employed as Teachers of National Schools, completed their course of one year's training, and 247 completed their two years' course of training.

Of those Queen's Scholars who had entered for a two year's course of training, and had only completed one year, 341 were examined, of whom 328 passed the examination prescribed for the end of their first year.

QUEEN'S SCHOLARS in Training—Session, 1896–7.

Name of College.	No. of Queen's Scholars at commencement of Session 1896-7.	No. who remained until Close of Session.	First Year's Examination of Two-Year Students.		Result of Final Examination.			
					One-Year Students.		Two-Year Students.	
			No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.
MEN								
Marlborough-street,	105	102	35	30	34	29	32	25
St. Patrick's, . .	164	164	67	64	44	41	52	51
Church of Ireland, .	43	43	22	20	9	9	12	10
De La Salle, . .	121*	120	68	67	13	13	39	35
Total (Men), .	433	429	192	181	100	95	135	121
WOMEN.								
Marlborough-street,	148†	147	57	57	30	26	60	54
Our Lady of Mercy,	155‡	154	58	56	59	56	37	37
Church of Ireland, .	72	71	34	31	3	2	34	32
Total (Women),	375	372	149	147	92	84	131	123
Total (Men & Women)	808	801	—	328	—	179	—	247

* Includes one Extern. † Includes five Externs. ‡ Includes three Externs.

49. Number of QUEEN'S SCHOLARS TRAINED at each of the COLLEGES during certain periods.

Numbers trained.

Name of College.	Period.	Numbers Trained.		
		Men.	Women.	Total.
Marlborough-street,* . .	1885 to 1897.	657	691	1,348
St. Patrick's, ...	1883 to 1897.	1,303	—	1,305
Our Lady of Mercy, . .	1883 to 1897.	—	1,286	1,286
Church of Ireland, . . .	1884 to 1897.	219	427	616
De La Salle, ...	1891 to 1897.	281	—	281

* 1130 Teachers underwent courses of training in the Marlborough-street College from the commencement of the College in 1823 up to 31st August, 1885, when the College was brought under the same general academic regulations as the Denominational Colleges.

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Total Trained Teachers, 1897.

50. THE TOTAL NUMBER of TRAINED TEACHERS in the SERVICE on 31st December, 1897, was 5,546, or 46·2 per cent. of the total number of Principal and Assistant Teachers in the service, made up as follows :—

College in which Trained	Masters.	Mistresses.	Total.
Marlborough-street, ...	1,608	1,121	2,729
St. Patrick's, ...	1,116	—	1,116
Our Lady of Mercy, ...	-	1,012	1,012
Church of Ireland, ...	183	291	474
De La Salle, ...	215	—	216
Total, ...	3,122	2,424	5,540

Religious Denominations of Queen's Scholars, Marlborough-street.

51. RELIGIOUS DENOMINATIONS of the QUEEN'S SCHOLARS admitted to MARLBOROUGH-STREET TRAINING COLLEGE for the Session, 1896-7.

—	R.C.	E.C.	Pres.	Meth.	Others.	Total.
Queen's Scholars in Residence, .	44	35	139	26	4	248
Extern, ...	1	3	-	1	—	5

See Table E, page 50.

Condition of the Colleges.

52. The Training Colleges are, without exception, working efficiently, and the reports on them indicate very marked progress, especially in regard to Practice of Teaching.

53. During the year applications were received by us for sanction of the establishment of two additional Training Colleges for Females—one in Limerick for 75 Queen's Scholars and the other in Belfast for 80. On our recommendation Your Excellency and the Lords of Her Majesty's Treasury were pleased to authorize the establishment of these Colleges.

The existing Colleges do not supply sufficient teachers to fill the annual vacancies, but as soon as the two additional Colleges are in operation, this deficiency in the number of trained teachers will, it is hoped, be to a considerable extent supplied.

The proportion of candidates selected to fill the vacancies in the Colleges from those who had previously served as monitors is increasing satisfactorily. The lengthened course of instruction as monitors in selected schools, perfected by a two-year course of training in a well-worked College, should produce an able staff of teachers.

54. The general Reports on the Colleges for the year ended 31st August, 1897, will be found in the Appendix, Section I.

55. TABLE showing for a series of years the demand for New Teachers and the supply of Trained Teachers; and the means of supplying the deficiency.

Year	DEMAND.									SUPPLY.			DEFICIENCY OF SUPPLY FROM TRAINING COLLEGES.			SOURCES FROM WHICH THE DEFICIENCY IS MET.			
	Principalships.			Assistantships.			Total Number of Vacancies.			Number of Two Years' Queen's Scholars Trained.						Number of Fifth Year Monitors (classed) who did not enter a Training College.	Number of Pupil Teachers (classed) who did not enter a Training College.	Number of provisionally classed Teachers.	Total untrained Candidates for Teacherships.
	Males	Females	Total.	Males.	Females.	Total.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.				
1887	128	115	243	109	200	309	237	315	552	110	113	223	127	202	329	598	64	450	1,112
1888	146	106	252	103	158	261	249	264	513	84	99	183	165	165	330	575	79	247	901
1889	106	118	224	101	146	247	207	264	471	76	117	193	131	147	278	670	85	151	906
1890	109	122	231	98	123	221	207	245	452	89	102	191	118	143	261	623	71	117	811
1891	121	124	245	105	155	260	226	279	505	92	110	202	134	169	303	572	109	49	730
1892	102	111	213	112	147	259	214	258	472	107	116	223	107	142	249	517	105	61	683
1893	69	98	167	117	177	294	186	275	461	125	123	248	61	152	213	357	105	40	502
1894	63	104	167	159	238	397	222	342	564	109	120	229	113	222	335	541	101	73	715
1895	83	111	194	123	173	296	206	284	490	129	112	241	77	172	249	565	37	15	617
1896	95	108	203	148	200	348	243	308	551	171	131	302	72	177	249	423	60	17	500
1897	78	116	194	132	176	308	210	292	502	121	126	247	89	166	255	512	17	23	552
Average per year.									503			226			277				730

Demand for New Teachers and sources of supply.

Trained and Untrained Teachers. 56. Numbers of Trained and Untrained Teachers, and percentage of the number trained to the total number, for each of the last ten years:—

Year.	Trained.	Untrained.	Total.	Per-centage of Trained Teachers.
1888	3,853	7,234	11,087	34·7
1889	4,029	7,192	11,221	35·9
1890	4,159	6,960	11,119	37·4
1891	4,474	6,850	11,324	39·5
1892	4,559	6,816	11,375	40·0
1893	4,814	6,772	11,586	41·5
1894	4,995	6,798	11,793	42·3
1895	5,190	6,660	11,850	43·8
1896	5,381	6,619	12,000	44·8
1897	5,546	6,450	11,996	46·2

Results Examinations of Pupils.

Results Examinations. 57. In order to qualify for presentation at the Results Examination each pupil is required to make 100 attendances in day schools, which must be open for at least four hours a day for secular instruction, and 50 attendances in evening schools, which must be open for two hours each evening during at least six continuous months.

The total number of Schools examined for Results within the twelve months ended 31st December, 1897, by the Inspectors and for which we have been able to tabulate the particulars, was 8,570, viz.:—

Ordinary Schools, ...	8,303
Model Schools (separate departments), . .	77
P. L. Union Schools (Fees payable by the Guardians, at their discretion), . .	154
Evening Schools, ...	36

—	Boys.	Girls.	Total.
(*a*.) Number of pupils qualified by attendances for presentation at examinations for Results, ...	288,125	301,504	589,629
(*b*.) Number of pupils who were present and examined on day of inspection for Results, ...	276,677	283,510	560,187

Percentage of passes.

58. The following table shows the number of pupils of National Schools who passed in all the three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors:—

GRADES.	Number Examined.	Number Passed.	Percentage Passed.	Percentage examined in each Class to Total Number Examined
Infants, ...	127,948	118,824	92·9	22·8
First Class, . . .	79,582	68,742	86·4	14·2
Second Class, . . .	81,089	65,564	80·9	14·5
Third Class, . . .	77,844	62,093	79·8	13·9
Fourth Class, . . .	67,826	51,069	75·3	12·1
Fifth Class (1st stage), .	52,417	37,167	70·9	9·4
Fifth Class (2nd stage), .	37,466	25,638	68·4	6·7
Sixth Class, . . .	36,015	24,116	67·0	6·4
Total, . .	560,187	453,213	80·9	100·0

Comparative view of proficiency in ordinary subjects.

59. The per-centages of passes gained in Reading, Writing, Arithmetic, &c., in each of the last four years, are set forth in the following table:—

	1894.	1895.	1896.	1897.
Reading, . . .	94·5	94·5	94·0	91·6
Writing, . . .	96·1	96·1	93·8	93·4
Arithmetic, . . .	83·4	83·3	84·1	84·0
Spelling, . . .	82·7	83·1	83·6	83·9
Grammar, . . .	68·9	69·2	70·2	70·7
Geography, . . .	74·8	75·6	77·1	78·2
Agriculture, . . .	62·4	63·9	65·8	68·3
Book-keeping, . .	67·2	67·6	68·5	70·0
Needlework, . . .	92·7	93·2	92·9	93·1

See Table F., page 51.

C

Passes in extra and optional subjects.

60. The following is a general Abstract of Results in Extra and Optional Subjects:—

—	Number of Schools.	No. Examined.	No. of Passes.
Vocal Music,	1,307	79,611	68,077
Instrumental Music,	169	1,026	982
Drawing,	1,751	83,913	66,065
Kindergarten,	385	42,713	41,661
Girls' Reading Book and Domestic Economy,	138	1,561	937
Sewing Machine and Advanced Dressmaking,	466	4,877	4,248
Cookery,	104	2,069	2,007
Management of Poultry,	15	264	240
Dairy Management,	6	129	120
Handicraft,	16	287	229
Weaving,	6	95	90
Net Mending,	4	53	52
Hygiene,	21	326	233
Geometry and Mensuration,	912	5,987	4,137
Algebra,	1,452	14,852	10,180
Trigonometry,	5	17	9
Magnetism and Electricity,	6	298	177
Heat and Steam Engine,	1	1	—
Light and Sound,	2	87	60
Physical Geography,	271	2,751	1,766
Botany,	1	42	23
French,	76	891	604
Irish,	90	1,376	932
Latin,	28	121	100
Greek,	2	13	11
Bee-keeping,	8	85	56
Geology,	1	6	4
Shorthand,	4	29	18
Typewriting,	8	71	57
Laundry Work,	6	91	90

Money value of passes.

The money value of the passes gained in Vocal Music was £8,041 7*s.* 6*d.*, in Drawing was £11,138 6*s.* 6*d.*, and in Kindergarten was £4,166 2*s.*, for the year; total, £23,345 16*s.*—See Table G, page 52.

The money value of the passes gained in other Extras was £6,987 15*s.* 6*d.* Of this sum £3,579 5*s.* represented the value in Geometry and Algebra; £673 in Latin, Greek, French, and Irish; £441 10*s.* in Physical Geography, and £1,805 18*s.* in branches (exclusive of Needlework), for Females only. The remainder, £488 2*s.* 6*d.*, was spread over the other subjects.

Vocal Music.

61. Instruction in Vocal Music, although showing evidence of gradual extension, is not progressing as rapidly as is desirable. The number of schools in which the subject was taught, and the number of pupils examined in 1897, compared with 1896, were as follows:—

	Schools.	Pupils Examined.	Pupils Passed.
1896, . . .	1,217	75,817	65,289
1897, . . .	1,307	79,611	68,977
Increase in 1897, .	90	3,764	3,688

From statements furnished by the teachers, so far as we have ascertained, about 2,914 in the service have certificates of competency to teach Vocal Music.

Drawing

62. In Drawing, progress is apparent, but too slow for what we deem to be the requirements of the country. The number of schools in which the branch is taught, and the number of pupils examined in 1897, as compared with 1896, were as follows:—

	Schools.	Pupils Examined.	Pupils Passed.
1896, . . .	1,515	74,317	58,693
1897, . . .	1,751	83,913	66,065
Increase in 1897. .	236	9,596	7,372

From statements furnished by the teachers, so far as ascertained, it appears that the number who have certificates of competency to teach the branch is about 3,227.

63. We are fully alive to the importance of these subjects as part of the course of instruction in all National Schools, and we are of opinion that teachers should not be content with their work so long as they fail to include these subjects in their ordinary curriculum. We regret that in many instances where teachers have the capability of imparting instruction in one or both of the subjects, they fail to do so; but the progress already realized gives hope of far more extensive adoption of these subjects by the teachers in the future.

Industrial and Technical Instruction.

Needle-work.

64. The returns from the Inspectors' reports on the subject of Needlework continue to indicate that satisfactory numbers of pupils are under instruction and that due proficiency in this subject is attained. The importance of this industrial branch also continues to be fully recognised, and the teachers are

alive to the necessity for improving their qualifications to give proper instruction. The Alternative Scheme of Literary and Industrial instruction for female pupils of Sixth Class, initiated in 1889, was found at the close of 1897 to be carried out by 1,369 schools in which female teachers were employed, representing about one-third of the schools in which it might possibly have been taken up.

During the year 172,120 pupils of girls' schools, or of schools in which female teachers are employed, were examined by the Inspectors, and 160,327 passed the required standard in Needlework.

Industrial Departments.

65. The number of Special Industrial Departments connected with schools where advanced needlework, embroidery, lace-making, &c., is taught under the provisions of Rule 52 to the senior girls who have passed the literary course, and to young women of the locality who are not pupils of the schools, was 63 on 31st December, 1897, of which 60 were connected with Convent National Schools and three with ordinary National Schools. This shows a slight increase of 2 as compared with 1896.

Weaving.

Net-mending.

66. Weaving classes under extern teachers, to whom we paid special salaries, in a few of the Convent National Schools, continued to be taught with satisfactory results. Net-mending was also taught for short courses by experts under the provisions of the same regulations in a few Coast or Island National Schools.

Cookery and Laundry work.

67. In addition to the instruction imparted in Cookery in 67 Schools by qualified members of the Teaching Staffs, the subject was taught in 37 schools to 80 separate Cookery classes by the special experts employed by us to visit various localities and assist in extending a practical knowledge of the subject. These experts have given courses of instruction in Practical Cookery and Laundry Work to classes organized by the Secretary of the Royal Irish Association for the Employment of Women (Country Department).

The following figures show the progress that has been made:—

	Schools.	Pupils Examined.	Pupils Passed.
Cookery was taught, in 1896, in . .	83	1,724	1,636
" " 1897, " . .	104	2,069	2,007
Increase in 1897, .	21	345	371
Laundry work was taught, in 1896, in .	1	33	33
" " 1897, " .	6	91	90
Increase in 1897, . .	5	58	57

Kindergarten.

68. Kindergarten instruction continues to be imparted in several large schools with regularly organized infants' departments.

The number of schools in which the branch was taught, and the number of pupils examined in 1897, compared with 1896, were as follows:—

	Schools.	Pupils Examined.	Pupils Passed.
1896, .	364	42,220	41,131
1897, . .	385	42,713	41,661
Increase in 1897, .	21	493	530

Alternative Scheme for Girls of Sixth Class.

69. The Results of the Alternative Scheme (Literary and Industrial) for Sixth Class Girls during the year 1897 in the 1,369 schools were as follows:—

—	—	Number Examined.	Number Passed.	Percentages of Passes.
	LITERARY PROGRAMME.			
	Reading (including Text Books on suitable Industrial Subjects and on Domestic Economy, with knowledge of the subject matter).	6,627	5,843	88·2
	English Composition (including Letter-writing) on various subjects, which should embrace Geography, Grammar, &c.—skill in Penmanship taken into account.	6,565	5,931	90·3
	INDUSTRIAL PROGRAMME.			
Plain Needlework.	Plain Needlework, including Shirtmaking,	6,579	6,348	96·5
Special Industries, Class A.	Dressmaking, ...	3,375	3,186	94·4
	Fine Underclothing, ...	1,984	1,853	93·4
	Knitting, ...	5,351	5,246	98·0
	Repairing, ...	67	64	95·5
	Clothwork, ...	21	21	100·0
	Wool, Preparation of, ...	1	1	100·0
Special Industries, Class B.	Lacemaking, ...	227	221	97·4
	Mountmellick Work, ...	1,576	1,542	97·8
	Art Needlework, ...	385	377	97·9
	Gold and Silver Lace Work, ...	8	7	87·5
	Hangings, &c., ...	83	81	97·6
	Glovemaking, ...	4	4	100·0
	Artificial Flower making, ...	19	19	100·0
	Other kinds of Cottage Industries, . .	75	74	98·7

Pupils of Industrial Schools (under the Act).

70. In 33 National Schools, pupils of Industrial Schools (certified under the Industrial Schools Act) were found in attendance. The number of these pupils on the rolls on the last day of the results year was 215 boys and 2,007 girls—total, 2,222; and the average daily attendance was for pupils of all ages, 2,118, and for those of 3 to 15 years of age, 2,065. The Industrial pupils attending the School are instructed in the same manner as the ordinary day pupils; but payment for their instruction is not made by us, but by the Industrial Schools Department.

Baltimore Fishery School (under the Act).

71. During the year, correspondence between the Irish Government and our Board resulted in our decision to recognise the Baltimore Fishery School, which is an Industrial School under the Act, as a National School, on the same conditions as in the case of Workhouse National Schools.

Agriculture.

No. of pupils examined in theory of agriculture.

72. As set forth at page 51, Table F, 85,044 pupils were examined in the Agricultural Text Books by the District Inspectors in the ordinary National Schools at their Results Examinations, and 58,075 passed. Such instruction in the *theory* of Agriculture, for which ordinary Results Fees are payable, is compulsory for boys in 4th, 5th, and 6th classes in all rural schools, conducted by Masters. It is optional in the case of girls in schools where the Teacher is qualified to give the instruction.

School Farms.

73. The total number of School Farms in connexion with ordinary National Schools on the 31st December, 1897, was 48, of which 41 were reported on. The boys in the advanced classes in schools with School Farms attached are examined in the practice as well as in the theory of Agriculture, and special fees are paid on the proficiency of the pupils and on the satisfactory state of the farms. The names of the schools and the extent of the farm attached to each will be found in the Appendix. The total number of pupils examined in Practical Agriculture, by the Agricultural Superintendent within the results year, was 860, of whom 763 passed.

Classes in practical Agriculture.

In 35 of these schools we made payments to the pupils of agricultural classes for working on the small farms or gardens, under the direction of the teachers, assisted by agricultural monitors.

The number of pupils who, on account of their regularity of attendance at the farm work, and proficiency at the examinations, received payments was 444; and the number of agricultural monitors who fulfilled the conditions prescribed in their case was 71.

School Gardens.

74. We had 101 schools with School Gardens attached, 75 of which were examined within the year; the others were not long enough in operation to be ready for examination. There has been an increase of 19 in the number of these Gardens as compared with 1896. For the management of these Gardens, and for the practical knowledge displayed by the pupils, we also granted special fees upon the reports of the District Inspectors. The number of pupils examined in these schools was 1,794, of whom 1,459 passed.

A new feature in this department is the recognition in girls' schools where a competent teacher is engaged, of Cottage

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Gardening as a subject for which Results Fees may be earned by the teacher. It is hoped that the encouragement of this branch of industrial teaching for girls may become productive of material benefit to the agricultural classes.

Fruit culture.

75. In order to aid the efforts of Teachers desirous of instructing their pupils in the cultivation of Fruit, we have sent from the Institution, Glasnevin, a number of fruit trees to Agricultural Schools and School Gardens.

Albert Institution.

76. *The Albert Agricultural Institution at Glasnevin* has been attended by the following classes during the year :—

(*a.*) Agricultural Students, .	Resident-paying, ...	25	
	Resident-free by Competitive Examination,	24	
	Non-Resident-paying, ...	1	
			50
(*b.*) Female Dairy Students (Resident).	First Session, ...	60	
	Second Session, ...	53	
			113
(*c.*) Queen's Scholars (Non-Resident at Albert Institution) :—			
	From Marlborough-street Training College, . .	120	
	From "Church of Ireland" Training College, . .	36	
			156.
(*d.*) National School Teachers (Resident), .	First Session, . .	4	
	Second Session, . .	11	
	Third Session, . .	12	
			27
(*e.*) Creamery Managers (Resident), ...			13

Practical and scientific Agricultur

The male Queen's Scholars of the Training Colleges above noted attend at the Institution, Glasnevin, once each week during their course of training. Their instruction is mainly directed towards giving them correct ideas of improved farm and garden practice. They receive instruction from the Agriculturist and Horticulturist of the establishment, and they have full opportunity for seeing practical and scientific Agriculture and Horticulture illustrated on the farms and gardens.

Horticulture.

Dairy and Creamery management.

All pupils of the Institution, male and female, receive full instruction in Creamery and ordinary Dairy Management.

Experiments.

Arrangements have been made for an extension of experiments on the Albert farms, and methods of "Pot Cultivations" have been introduced. These methods are intended mainly for the instruction of persons who will hereafter be engaged in teaching Agriculture in the National Schools.

Poultry management.

The pupils of the Dairy Department (females) have had during the periods of their attendance at the Sessions for Dairy Instruction, full opportunity of gaining useful information in the management of Poultry, including artificial Incubation and the methods of fattening.

Bee-keeping.

77. The department for instruction in Bee-keeping has continued in satisfactory operation during the year. The instruction has been given by special teachers provided by the Bee-keepers'

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Association of Ireland, and has been fully appreciated by the classes of National Teachers, Agricultural Students, and Queen's Scholars in attendance at the Institution.

Examinations in the theory and practice of Bee-keeping have been held by experts nominated by the Association, and certificates have been awarded where merited.

Special Sessions in Agriculture for Teachers of National Schools.

78. The payment of the travelling expenses of National School teachers has improved their attendance at the Special Sessions, and there is every hope that the improvement will continue.

We have under consideration the question of providing more effective means for teaching Agricultural Science to the classes that attend the Teachers' Sessions, feeling confident that the Teachers will thus be stimulated to teach more intelligently the subject of Agriculture in their schools.

Munster Institution.

79. *The Munster Institution, Cork*, continues to make good progress, the numbers in attendance at the Sessions of 1897 having been :—

(*a.*) Male Agricultural Students (Resident),	. . .	19
(*b.*) Female Dairy Students (Resident),	First Session, . .	37
" "	Second Session, . .	35
" "	Third Session, . .	36
(*c.*) Creamery Managers,	. . . . . .	14

Dairy and Creamery management.

The Dairy Department for females at the last two Sessions had in attendance as many pupils as the place could accommodate. In this Department the results of the examinations were satisfactory. The Ladies' Committee continued to give important assistance in the instruction of the pupils in Cookery, Laundry-work, and Needlework, and in supervising the arrangements for the health and comfort of the students.

A special class for the instruction of Creamery Managers was again held at the School, and was attended by 14 persons.

The Governors have continued their valuable co-operation in promoting the interests of this important School of Agriculture, and have also aided the promotion of Itinerant Dairy Instruction amongst the farmers in the Province of Munster.

Dairy Instruction by Itinerant Dairy Maids.

80. The progress in itinerant dairy instruction noted for the year 1896 continued during 1897. The attendances at the instruction given in Munster by the itinerant Dairy Instructresses at the different centres, continued large and representative of the farming classes.

As previously noted we find that the holding of a Dairy class in a district is invariably followed by applications from the same locality for admissions to our Dairy Schools at Glasnevin and Cork.

The itinerant Dairy Instructresses continue their visits to the homes of the pupils forming these classes, and there instruct them in the use of Dairy implements, and advise them as to improvements generally.

81. The department of instruction in Creameries has increased in importance during the year. The two Instructors have been very fully occupied in advising upon sites for new Creameries, and in aiding the projectors in devising plans to suit the circumstances of their districts. In this matter we had the active cooperation of the Board of Public Works.

Dairy Instruction in Creameries.

The services of the Instructors are available for all Creameries, whether Proprietary, Joint-stock, or Co-operative, but the Co-operative Creameries have most largely utilized their services. The work of the Instructors is, however, appreciated generally throughout the country, and it is satisfactory to know that harmonious relations exist between the promoters of the Creamery system in Ireland and the Instructors provided by the Government.

In the coming year it is proposed to utilize the services of these Instructors in aiding still further the training of Creamery Managers in such Creameries as may admit them.

82. Reports on potato culture and on the methods for the prevention of potato disease which were carried out at our Agricultural Establishments at Glasnevin and Cork, and also at the ordinary School Farms throughout the country, will be found in the Appendix. The conducting of such experiments serves a twofold purpose: first, to awaken the interest of pupils in regard to investigation and research; and secondly, to aid in the solution of questions bearing on agricultural practice.

Experiments.

Books and Requisites.

83. During the year we received several applications from publishers and others to have books, &c., approved for use in schools. In the case of a large number of these, which we considered suitable, we gave the necessary approval. This has given Managers and Teachers a more varied choice in the matter of reading books, &c., for the pupils than they had formerly.

Books and requisites.

84. In the cases of new schools, and where extensive structural improvements of existing schools have been carried out by private contributions, it has been our custom to make a free grant of

books and requisites. We made 195 such grants during the year, the value of which was £803 9s. 5*d*. In addition to these there were 116 grants to Model Schools, &c., which amounted to £241 13*s*. 1*d*. School Account Books, valued at £634 19*s*. 4*d*., were also supplied gratis,—these are charged against the vote for Her Majesty's Stationery Office.

The number of orders for goods received from the schools during the year was 25,965. These orders were not only for books, but included school apparatus, and materials for drawing, music, kindergarten, needlework, and technical instruction. The number of reading books issued by us during the year was 1,171,262, and the number of copy books and drawing books was 2,504,339.

The books, requisites, &c., were sold at their cost price, and were sent, carriage free, to the schools or to the stations nearest to them.

Cost of Book Department.

85. The following Table shows that the net cost of the Book Department during the year 1897-8 was £4,671 18*s*. 3*d*.

RECEIPTS.		£ *s*. *d*.	EXPENDITURE.		£ *s*. *d*.
Net Cash received for Requisites (add for value of articles due from 1896-7 and issued 1897-8, excess over dues 31st March, 1898).	£29,248 7 1 383 6 5	29,631 13 6	Cost of Clerical Staff and Packers, ...		2,216 0 6
Poundage allowed, . .		165 0 11	Carriage of Parcels and Purchase of Packing Materials, &c.,	£3,138 13 2	
Free Stocks issued to National Schools, ...		1,045 2 6	Add for amount of accounts outstanding for packing materials on 31st March, 1898, .	16 10 8	3,155 3 10
Increase of Stock during year,		38 8 5	Cost of Stamps used in the transmission of small parcels by post, ...		221 14 4
BALANCE—Cost of Stores (including the carriage of parcels, &c., this year), . .		4,671 18 3	Rent, &c., ...		231 9 0
			Payment to Contractors during 1897-8 (deduct for amount of accounts outstanding at close of the Financial Year, 1896-7, in excess of that at close of the Financial Year, 1897-8):	£32,142 17 2 2,417 11 9	29,725 5 5
		£35,552 3 7			£35,552 3 7

Private Contribution Funds.

Carlisle and Blake Premiums.

86. The "Carlisle and Blake" Fund is at the disposal of this Board for the special recognition of distinguished merit of Teachers as school-keepers. The Premiums are awarded at the rate of £5 to one successful candidate in each school district in every fourth year.* The names of the Teachers who secured the Prizes for 1897 will be found in the Appendix.

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* Convent, Monastery, and Model Schools are excluded from the competition.

Reid Bequest. 87. The "Reid Bequest" Special Prizes, under the Will of the late R. T. Reid, Esq., LL.D., varying from £25 to £10 each, were awarded to twelve Male Monitors of National Schools in the County Kerry for superior answering in Competitive Examinations for the Prizes. The names of the successful Competitors will be found in the Appendix.

Statistics. 88. Attached hereto are statistics as to the schools, the proficiency of the pupils, &c., and our financial statement for the year ended 31st March last.

Commissioners.

New Commissioner. 89. Since the issue of our last Report, the vacancy on our Board caused by the lamented death of His Grace the Most Reverend and Right Honourable Lord Plunket, Archbishop of Dublin, was filled by the appointment, under your Excellency's Warrant, dated 19th July, 1897, of the Right Reverend Mervyn Archdall, D.D., Bishop of Killaloe.

90. We submit this, as our Report for the past year, to Your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Nineteenth day of July, One Thousand Eight Hundred and Ninety-eight.

SEAL

(Signed)

J. C. TAYLOR, } *Secretaries.*
M. S. SEYMOUR, }

[TABLE A.

TABLE A.—Showing the *total* number of Schools in each County; the on the Rolls on the last day of the Results periods in the several schools;

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance for year ended the last day of the month		
			Total Number of Pupils on Rolls.		
			Boys.	Girls.	Total.
ULSTER:					
Antrim, . . .	687	681	40,665	39,628	80,293
Armagh, . . .	277	277	12,841	12,437	25,278
Cavan, . . .	290	290	10,145	9,469	19,614
Donegal, . . .	430	423	15,868	14,738	30,606
Down, . . .	493	490	25,354	23,973	49,327
Fermanagh, . .	180	180	5,927	5,472	11,399
Londonderry, . .	302	300	12,672	12,180	24,852
Monaghan, . .	190	190	7,214	7,056	14,270
Tyrone, . . .	375	370	13,363	12,817	26,180
Total,	3,224	3,201	144,049	137,770	281,810
MUNSTER:					
Clare, . . .	255	254	11,691	11,831	23,522
Cork, . . .	754	750	37,308	38,794	76,102
Kerry, . . .	361	360	18,358	18,724	37,082
Limerick, . . .	265	265	12,826	14,349	27,175
Tipperary, . .	322	320	13,646	15,300	28,946
Waterford, . .	141	140	6,366	7,916	14,282
Total, .	2,098	2,089	100,195	106,914	207,109
LEINSTER:					
Carlow, . . .	82	82	3,278	3,308	6,586
Dublin, . . .	330	322	24,540	28,791	53,331
Kildare, . . .	105	105	4,302	4,717	9,019
Kilkenny, . . .	188	188	7,276	7,558	14,834
King's, . . .	122	122	5,254	5,280	10,534
Longford, . .	113	113	4,591	4,539	9,130
Louth, . . .	106	106	4,806	5,678	10,484
Meath, . . .	181	180	6,486	6,802	13,288
Queen's, . . .	124	124	5,005	4,866	9,871
Westmeath, . .	136	136	5,205	5,591	10,796
Wexford, . .	171	171	6,974	8,243	15,217
Wicklow, . .	128	128	4,885	4,717	9,602
Total, .	1,786	1,777	82,602	90,090	172,692
CONNAUGHT:					
Galway, . . .	436	434	20,062	20,474	40,536
Leitrim, . . .	209	208	8,014	7,718	15,732
Mayo, . . .	421	420	20,457	20,997	41,454
Roscommon, . .	241	237	10,878	11,114	21,992
Sligo, . . .	216	215	8,663	8,075	17,638
Total, .	1,523	1,514	68,074	69,278	137,352
ULSTER, . . .	3,224	3,201	144,049	137,770	281,819
MUNSTER, . .	2,098	2,089	100,195	106,914	207,109
LEINSTER, . .	1,786	1,777	82,602	90,090	172,692
CONNAUGHT, . .	1,523	1,514	68,074	69,278	137,352
ALL IRELAND, . .	8,631	8,581	394,920	404,052	798,972
Per-centages to total on Rolls. .	-	-	49·4	50·6	100·0

* R.C. denotes Roman Catholic; E.C., Late Established Church; Pres., Presbyterian;

number from which Returns were received; the total number of Pupils the average number on Rolls; and the average Daily Attendance for these periods.

mmediately preceding the Results Examination in each School examined in 1897

Religious Denominations.*						Average Number of Pupils on Rolls.	Average Daily Attendance.	Provinces and Counties.
R.C.	E.C.	Pres.	Meth.	Others.	Total.			
								Ulster:
18,416	19,547	37,634	2,855	1,841	80,293	80,585	55,538	Antrim.
11,311	8,349	4,344	1,044	230	25,278	25,859	16,679	Armagh.
15,689	3,079	674	161	11	19,614	20,357	12,090	Cavan.
23,469	3,615	3,150	357	15	30,606	31,134	17,925	Donegal.
11,747	12,113	22,294	1,450	1,723	49,327	49,965	34,101	Down.
6,410	4,322	195	460	12	11,399	11,889	0,985	Fermanagh.
10,620	5,025	8,742	164	301	24,852	24,948	15,734	Londonderry.
10,248	1,978	1,974	65	5	14,270	14,645	8,984	Monaghan.
13,557	6,370	5,557	445	251	26,180	26,759	16,259	Tyrone.
121,467	04,398	81,564	7,001	4,389	281,819	286,141	184,295	Total.
								Munster:
23,176	314	21	–	11	23,522	24,200	15,300	Clare.
70,929	4,300	268	412	193	76,102	77,811	52,799	Cork.
36,177	820	23	33	20	37,082	38,203	25,421	Kerry.
20,298	622	72	111	72	27,175	27,787	18,815	Limerick.
27,831	985	79	39	12	28,946	29,787	19,030	Tipperary.
13,821	377	31	23	30	14,282	14,403	0,826	Waterford.
198,232	7,427	494	618	338	207,109	212,191	141,791	Total.
								Leinster:
5,798	769	8	9	2	6,586	6,560	4,309	Carlow.
44,384	7,096	734	418	699	53,231	54,174	34,312	Dublin.
8,310	633	47	8	21	9,019	9,211	5,838	Kildare.
14,253	546	24	8	3	14,834	15,031	9,986	Kilkenny.
9,731	701	52	36	14	10,534	10,747	6,762	King's.
8,292	741	53	40	4	9,130	9,320	5,443	Longford.
9,667	558	197	52	10	10,484	10,760	6,964	Louth.
12,522	715	45	3	3	13,288	13,560	9,090	Meath.
8,661	1,111	50	38	11	9,871	10,012	6,403	Queen's.
10,228	501	32	31	4	10,796	10,887	7,107	Westmeath.
14,141	1,032	36	5	3	15,217	15,598	9,954	Wexford.
7,991	1,478	59	70	4	9,602	9,764	6,256	Wicklow.
153,978	15,881	1,337	718	778	172,692	175,584	112,424	Total.
								Connaught:
39,902	548	73	13	–	40,536	41,564	24,306	Galway.
14,199	1,402	22	107	2	15,732	16,363	9,640	Leitrim.
40,657	647	132	1	17	41,454	43,212	24,800	Mayo.
21,466	442	65	7	12	21,992	22,778	13,137	Roscommon.
16,220	1,222	95	75	26	17,638	18,168	10,748	Sligo.
132,444	4,261	387	203	57	137,352	142,085	82,631	Total.
121,467	64,398	84,564	7,001	4,389	281,819	286,141	184,295	Ulster.
198,232	7,427	494	618	338	207,109	212,191	141,791	Munster.
153,978	15,681	1,337	718	778	172,692	175,584	112,424	Leinster.
132,444	4,261	387	203	57	137,352	142,085	82,631	Connaught.
606,121	91,967	86,782	8,540	5,562	798,972	816,001	521,141	All Ireland.
75·9	11·5	10·9	1·0	0·7	100·0	63·9		
						The per-centage of pupils in average daily attendance to average number of pupils on Rolls.		

Meth., Methodists; and *Others*, Other Denominations.

TABLE B.—Showing, according to Provinces and Counties, the number of ROMAN
year, of the 3,292 SCHOOLS, from which Returns

PROVINCES AND COUNTIES.	Total No. of Mixed Schools.	Under Roman Catholic Teachers.							Under	
		No. of Schools.	R.C.	E.C.	Pres.	Meth.	Others.	Total.	No. of Schools.	R.C.
ULSTER.										
Antrim,	239	70	4,942	160	361	–	11	5,474	165	934
Armagh,	112	48	4,915	229	116	13	9	5,282	60	346
Cavan,	134	110	7,536	513	69	16	4	8,138	22	214
Donegal,	234	144	11,304	589	339	26	8	12,266	90	1,285
Down,	242	77	5,498	220	385	4	10	6,117	161	891
Fermanagh,	112	63	3,422	646	20	46	2	4,136	48	570
Londonderry,	181	64	4,327	189	393	1	13	4,923	118	1,209
Monaghan,	116	76	5,905	194	207	6	–	6,312	38	216
Tyrone,	240	122	7,234	792	445	33	21	8,525	117	1,361
Total,	1,613	774	55,083	3,532	2,335	145	78	61,173	819	7,029
MUNSTER.										
Clare,	65	64	7,734	165	13	–	7	7,919	1	7
Cork,	231	215	23,973	677	13	21	7	24,691	12	80
Kerry,	118	117	15,067	402	7	1	7	15,484	1	1
Limerick,	64	60	5,572	168	15	16	24	5,795	2	8
Tipperary,	106	99	8,398	329	32	5	10	8,774	6	32
Waterford,	37	36	3,943	142	10	2	8	4,105	1	18
Total,	621	591	64,687	1,083	90	45	63	66,768	23	96
LEINSTER.										
Carlow,	30	28	2,334	81	3	–	2	2,420	2	20
Dublin,	79	47	6,538	228	8	6	–	6,780	22	104
Kildare,	48	43	3,934	130	7	–	6	4,077	–	–
Kilkenny,	66	64	4,603	184	10	–	3	4,800	2	110
King's,	51	49	4,429	201	7	9	4	4,650	2	9
Longford,	47	43	3,711	146	10	5	–	3,872	4	45
Louth,	32	29	2,411	100	9	–	–	2,520	3	11
Meath,	63	59	4,092	187	10	–	–	4,289	1	5
Queen's,	50	47	3,949	175	9	1	–	4,134	3	6
Westmeath,	39	30	2,808	80	7	–	2	2,897	–	–
Wexford,	71	64	5,966	230	5	–	2	6,203	7	37
Wicklow,	49	49	3,243	178	3	1	–	3,425	9	65
Total,	611	513	48,178	1,920	88	22	19	50,227	55	412
CONNAUGHT.										
Galway,	94	91	8,591	286	12	2	–	8,891	3	18
Leitrim,	91	84	6,744	321	7	32	–	7,104	7	34
Mayo,	93	88	9,736	260	28	–	11	10,035	5	23
Roscommon,	71	68	6,473	227	16	–	–	6,716	3	14
Sligo,	98	91	7,159	393	7	6	2	7,566	6	58
Total,	447	422	38,703	1,406	70	40	13	40,312	24	142
GROSS TOTAL,	3,292	2,300	206,651	8,021	2,583	252	173	218,480	921	7,679

CATHOLIC and PROTESTANT Pupils on the Rolls on the last day of their Result have been received, attended by both Denominations.

Protestant Teachers.					Under Roman Catholic and Protestant Teachers.							PROVINCES AND COUNTIES.
E.C.	Pres.	Meth.	Others.	Total.	No. of Schools	R.C.	E.C.	Pres.	Meth.	Others.	Total.	
												ULSTER.
4,868	10,380	499	351	17,032	4	310	306	250	25	18	909	Antrim.
2,656	1,499	274	37	4,812	4	46	101	115	14	5	281	Armagh.
762	83	41	3	1,103	2	116	38	63	6	–	223	Cavan.
1,740	1,908	160	3	5,096	–	–	–	–	–	–	–	Donegal.
6,059	9,767	639	883	18,243	4	229	101	125	–	–	455	Down.
1,915	111	218	7	2,824	1	52	74	2	10	–	138	Fermanagh.
2,114	4,609	27	118	8,077	2	57	15	42	–	–	114	Londonderry.
827	933	8	4	2,043	2	83	56	4	–	–	143	Monaghan.
2,728	3,150	198	134	7,571	1	103	41	38	–	–	182	Tyrone.
23,669	32,498	2,064	1,548	66,800	20	996	732	639	55	23	2,445	Total.
												MUNSTER.
48	5	–	–	60	–	–	–	–	–	–	–	Clare.
463	8	77	2	580	4	266	191	18	20	42	537	Cork.
51	–	–	–	52	–	–	–	–	–	–	–	Kerry.
59	–	–	–	67	2	11	90	21	20	36	178	Limerick.
183	7	14	–	236	1	8	56	16	8	1	89	Tipperary.
67	8	–	10	103	–	–	–	–	–	–	–	Waterford.
871	28	91	12	1,098	7	285	337	55	40	79	804	Total.
												LEINSTER.
61	–	–	–	81	–	–	–	–	–	–	–	Carlow.
1,792	181	132	234	2,413	10	2,419	461	68	38	32	3,018	Dublin.
–	–	–	–	–	–	–	–	–	–	–	–	Kildare.
40	–	–	–	150	–	–	–	–	–	–	–	Kilkenny.
82	–	2	–	93	–	–	–	–	–	–	–	King's.
65	26	–	4	140	–	–	–	–	–	–	–	Longford.
35	25	1	–	72	–	–	–	–	–	–	–	Louth.
20	10	–	–	35	3	315	70	1	3	–	389	Meath.
105	9	1	–	121	–	–	–	–	–	–	–	Queen's.
–	–	–	–	–	–	–	–	–	–	–	–	Westmeath.
283	15	–	1	336	–	–	–	–	–	–	–	Wexford.
383	47	29	2	536	–	–	–	–	–	–	–	Wicklow.
2,866	313	165	241	3,997	13	2,734	531	69	41	32	3,407	Total.
												CONNAUGHT.
123	24	9	–	174	–	–	–	–	–	–	–	Galway.
382	6	16	2	360	–	–	–	–	–	–	–	Leitrim.
79	25	–	–	127	–	–	–	–	–	–	–	Mayo.
109	3	7	2	135	–	–	–	–	–	–	–	Roscommon.
217	18	17	9	314	1	1	48	10	16	3	78	Sligo.
830	76	49	13	1,110	1	1	48	10	16	3	78	Total.
28,236	32,915	2,369	1,805	73,005	41	4,016	1,648	773	160	137	6,734	GROSS TOTAL.

TABLE C.—Showing, according to Provinces and Counties, the number of (*a*) ROMAN CATHOLIC, and (*b*) PROTESTANT Pupils on Rolls on last day of their Results year of 5,281 Schools, from which returns have been received, attended *solely* by one Denomination,—(*a*) or (*b*).

PROVINCES AND COUNTIES.	Total Number of unmixed Schools.	Under Roman Catholic Teachers.		Under Protestant Teachers.					
		Number of Schools.	(*a*) No. of Pupils. R. C.	No. of Schools.	(*b*) No. of Pupils—Protestants.				
					E. C.	Pres.	Meth.	Others.	Total.
ULSTER.									
Antrim, . . .	440	74	12,230	366	14,164	26,517	2,323	1,429	44,433
Armagh, . . .	164	54	6,004	110	5,301	2,593	729	173	8,796
Cavan, . . .	155	106	7,790	49	1,766	459	98	4	2,327
Donegal, . . .	189	142	10,880	47	1,286	903	171	4	2,364
Down, . . .	248	47	5,126	201	5,733	12,017	807	830	19,387
Fermanagh, . .	68	32	2,366	36	1,087	59	186	3	1,335
Londonderry, . .	116	40	5,027	70	2,707	3,698	136	170	6,711
Monaghan, . .	73	42	4,044	31	870	719	50	1	1,640
Tyrone, . . .	129	53	4,859	76	2,789	1,887	211	96	4,983
Total, . .	1,582	590	58,326	992	36,303	48,852	4,711	2,710	92,576
MUNSTER.									
Clare, . . .	189	185	15,435	4	101	3	–	4	108
Cork, . . .	518	449	46,060	69	2,969	229	291	54	3,546
Kerry, . . .	242	227	21,109	15	376	16	32	13	437
Limerick, . . .	201	194	20,707	7	305	36	75	12	428
Tipperary, . . .	214	202	19,393	12	417	24	12	1	454
Waterford, . .	103	97	9,860	6	168	13	21	12	214
Total, . .	1,467	1,354	133,164	113	4,336	321	434	96	5,187
LEINSTER.									
Carlow, . . .	52	36	3,444	16	627	5	9	–	641
Dublin, . . .	242	167	35,323	75	4,615	477	242	258	5,592
Kildare, . . .	62	46	4,376	16	503	40	8	15	566
Kilkenny, . . .	122	111	9,480	11	322	14	8	–	344
King's, . . .	71	59	5,293	13	418	45	25	10	498
Longford, . . .	66	52	4,536	14	530	17	35	–	582
Louth, . . .	74	63	7,245	11	423	163	51	10	647
Meath, . . .	117	102	8,110	15	438	24	–	3	465
Queen's, . . .	74	54	4,706	20	831	32	36	11	910
Westmeath, . .	106	95	7,320	11	421	25	31	2	479
Wexford, . . .	100	84	8,138	16	519	16	5	–	540
Wicklow, . . .	79	55	4,683	24	917	9	40	2	968
Total, . .	1,165	923	102,654	242	10,564	867	490	311	12,232
CONNAUGHT.									
Galway, . . .	340	335	31,293	5	139	37	2	–	178
Leitrim, . . .	117	95	7,421	22	779	9	59	–	847
Mayo, . . .	327	316	30,898	11	308	79	1	6	394
Roscommon, . .	166	162	14,979	4	106	46	–	10	162
Sligo, . . .	117	102	9,007	15	565	60	36	12	673
Total, . .	1,067	1,010	93,598	57	1,897	231	98	28	2,254
ULSTER, . . .	1,582	590	58,326	992	36,303	48,852	4,711	2,710	92,576
MUNSTER, . . .	1,467	1,354	133,164	113	4,336	321	434	96	5,187
LEINSTER . . .	1,165	923	102,654	242	10,564	867	490	311	12,232
CONNAUGHT, . .	1,067	1,010	93,598	57	1,897	231	98	28	2,254
GRAND TOTAL, .	*5,281	3,877	387,742	1,404	53,100	50,271	5,733	3,145	112,249

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* There are eight other schools which cannot be brought under the headings in this table, viz.:—Two in Antrim, one in Armagh, one in Monaghan, one in Tyrone, one in Cork, and one in Dublin, with attendances exclusively non-Catholic, but with Roman Catholic teachers on the staff; and also one school in Cavan with the attendance exclusively Roman Catholic and the teaching staff Protestant and Roman Catholic.

TABLE D.—The following Table, compiled from returns furnished through the Inspector, shows for each Province and County the amounts paid in (*a*) school fees, and (*b*) the receipts from other sources of local aid, including Rates Contributions for the Results year of the Schools examined in 1897.

NOTE.—In most of the schools no fees are charged, and in the remainder only the excess fees authorised under the Act of 1892.

PROVINCES AND COUNTIES.	Payments by Pupils.			Other Local Aid (Including Rates).			Total.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
ULSTER:									
Antrim,	1,542	5	10	7,487	1	10	9,029	7	8
Armagh,	249	16	8	1,430	18	7	1,680	15	3
Cavan,	29	0	4	1,037	18	2	1,036	18	6
Donegal,	16	18	2	1,233	17	11	1,250	16	1
Down,	837	5	0	4,745	3	5	5,582	8	5
Fermanagh,	55	7	8	725	10	11	781	7	7
Londonderry,	201	15	11	1,709	13	0	1,911	8	11
Monaghan,	25	8	6	417	10	9	442	19	3
Tyrone,	208	10	1	2,050	19	6	2,259	18	7
Total,	3,166	17	2	20,839	3	1	24,006	0	3
MUNSTER:									
Clare,	58	0	4	226	11	4	284	11	8
Cork,	967	8	8	4,283	16	6	5,251	5	2
Kerry,	173	0	10	818	3	0	991	3	10
Limerick,	370	0	5	1,793	10	3	2,163	10	8
Tipperary,	204	7	0	1,291	5	1	1,495	12	1
Waterford,	175	6	10	601	13	0	776	19	10
Total,	1,948	4	1	9,014	19	2	10,963	3	3
LEINSTER:									
Carlow,	12	8	4	301	9	6	313	17	10
Dublin,	981	11	3	3,701	9	10	4,683	1	1
Kildare,	57	18	5	512	11	6	570	9	11
Kilkenny,	77	4	2	847	4	7	924	8	9
King's,	60	1	0	849	17	0	909	18	0
Longford,	68	14	3	517	19	8	586	13	11
Louth,	46	15	8	637	5	0	684	0	8
Meath,	289	12	4	2,125	0	1	2,415	0	5
Queen's,	26	11	11	430	16	7	457	8	6
Westmeath,	68	19	10	1,178	18	5	1,247	18	3
Wexford,	43	2	0	493	14	4	536	16	4
Wicklow,	93	4	5	1,391	13	11	1,484	18	4
Total,	1,826	4	3	12,988	8	5	14,814	12	8
CUNNAUGHT:									
Galway,	185	8	6	798	6	8	983	15	2
Leitrim,	13	4	0	286	0	8	299	4	0
Mayo,	97	16	6	671	14	5	769	10	11
Roscommon,	144	2	0	482	3	0	626	5	0
Sligo,	56	17	1	273	8	8	330	5	9
Total,	497	8	1	2,511	13	5	3,009	1	6
Grand Total,	7,438	13	7	45,354	4	1	52,792	17	8

D

TABLE E.

The total number of students in Training annually in the various Colleges since 1883, and the annual Grants to these Colleges, are set forth in the following Table:—

Year	"Marlborough Street." Students.* Males.	"Marlborough Street." Students.* Females.	"Marlborough Street." Amount.	"St. Patrick's." Students.*	"St. Patrick's." Amount.	"Our Lady of Mercy." Students.*	"Our Lady of Mercy." Amount.	"Church of Ireland." Students.* Males	"Church of Ireland." Students.* Females.	"Church of Ireland." Amount.	"De La Salle."‡ Students.*	"De La Salle."‡ Amount	Total Students.* Males.	Total Students.* Females.	Total Amount.
			£ s. d.		£ s. d.		£ s. d.			£ s. d.		£ s. d.			£ s. d.
1883-4, ...	87	90	7,553 18 0	83	1,044 0 0	84	1,500 0 0	—	—	—	—	—	170	174	11,017 19 5
1884-5, ...	81	91	7,162 12 1	137	4,914 4 11	99	8,005 17 0	14	48	1,104 0 0	—	—	232	238	17,180 14 3
1885-6,	96	101	7,946 5 1	160	6,330 2 5	141	4,085 18 7	21	66	2,735 0 0	—	—	287	308	21,212 0 10
1886-7, ...	96	102	7,606 1 0	150	6,246 14 0	148	5,013 7 6	32	62	2,533 10 0	—	—	278	312	22,081 2 2
1887-8, . .	100	99	7,514 10 7	146	6,006 14 8	150	6,165 10 11	29	73	3,321 0 10	—	—	275	322	23,118 0 0
1888-9, . .	100	100	7,090 14 10	145	6,386 18 0	150	5,926 15 2	26	72	2,717 8 8	—	—	271	322	22,466 11 5
1889-90, ...	96	96	7,106 0 10	145	6,326 11 7	160	4,136 8 11	38	72	3,005 0 1	—	—	278	321	21,405 10 0
1890-1, . .	90	96	7,294 6 7	148	6,995 0 2	150	5,467 10 2	38	65	3,216 11 0	—	—	283	314	23,338 12 11
1891-2, ...	101	102	9,421 10 9	148	8,087 2 0	100	3,934 17 4	36	67	4,633 4 11	64	1,536 0 0	349	269	29,042 15 0
1892-3, . . .	97	107	10,136 0 0	150	10,346 0 7	180	7,231 0 0	38	73	3,385 1 0	70	2,344 0 0	360	280	37,030 0 7
1893-4, ...	96	108	9,016 4 11	160	10,507 16 4	160	7,087 0 0	36	63	5,310 0 11	70	3,500 0 0	362	371	36,509 7 2
1894-5, ...	96	110	9,410 7 10	165	10,905 16 0	160	7,090 11 11	42	70	6,306 14 8	100	4,730 18 0	420	340	35,056 11 5
1895-6, . . .	108	114	10,104 7 4	164	10,943 2 0	160	8,085 10 7	34	60	5,040 7 0	120	6,300 0 3	431	333	39,672 0 1
1896-7, . . .	109	109	10,971 7 0	165	10,796 0 0	160	7,943 0 1	64	72	6,004 0 0	120	6,447 13 0	458	367	41,337 7 10
Total Grants,	—	—	†120,100 0 0	—	100,780 5 1	—	73,618 9 7	—	—	56,838 10 10	—	28,644 17 0	—	—	385,011 9 7

* Externs not included.

† The Marlborough Street College was kept in repair, and supplied with fuel, light, &c., by the Board of Works up to 31st August, 1889. The [illegible] entered the above Table [illegible]

‡ De La Salle Training College commenced operations on 1st September 1891.

TABLE F.

The following Table shows the number of pupils examined for Results in the various subjects indicated, the number of passes, and the per-centages of passes to the number examined:—

SUBJECTS AND CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
READING.			
Class I., . .	79,582	75,507	94·9
,, II., . .	81,089	74,033	91·3
,, III., . .	77,844	70,604	90·7
,, IV., . .	67,826	61,971	91·4
,, V^1., . .	52,417	47,321	90·3
,, V^2., . .	37,466	34,509	92·1
,, VI., . .	36,015	32,005	88·9
Total, . .	432,239	395,950	91·6
WRITING.			
Class I., . .	79,582	77,159	97·0
,, II., . .	81,089	77,930	96·1
,, III., . .	77,844	76,051	97·7
,, IV., . .	67,826	65,829	97·1
,, V^1., . .	52,417	46,416	88·6
,, V^2., . .	37,466	35,028	93·5
,, VI., . .	36,015	33,935	94·2
Total, . .	432,239	412,348	95·4
ARITHMETIC.			
Class I., . .	79,582	71,757	90·2
,, II., . .	81,089	71,620	88·3
,, III., . .	77,844	67,297	86·5
,, IV., . .	67,826	55,220	81·4
,, V^1., . .	52,417	42,688	81·4
,, V^2., . .	37,466	27,874	74·4
,, VI., . .	36,015	26,461	73·5
Total, . .	432,239	362,917	84·0
SPELLING.			
Class I., . .	79,582	74,303	93·4
,, II., . .	81,089	70,164	86·5
,, III., . .	77,844	59,205	76·1
,, IV., . .	67,826	50,383	74·3
,, V^1., . .	52,417	42,909	81·9
,, V^2., . .	37,466	32,957	88·0
,, VI., . .	36,015	32,690	90·8
Total, . .	432,239	362,611	83·9

SUBJECTS AND CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
GRAMMAR.			
Class III., . .	77,844	61,364	78·8
,, IV., . .	67,826	47,203	69·6
,, V^1., . .	52,417	32,431	61·9
,, V^2., . .	37,466	25,172	67·2
,, VI., . .	36,015	25,736	71·5
Total, . .	271,568	191,906	70·7
GEOGRAPHY.			
Class III., . .	77,844	64,236	82·5
,, IV., . .	67,826	52,984	78·1
,, V^1., . .	52,417	40,205	76·7
,, V^2., . .	37,466	28,509	76·1
,, VI., . .	36,015	26,533	73·7
Total, . .	271,568	212,467	78·2
AGRICULTURE.			
Class IV., . .	28,753	18,175	63·2
,, V^1., . .	22,851	15,548	68·0
,, V^2., . .	16,302	11,905	73·0
,, VI., . .	17,138	12,447	72·6
Total, . .	85,044	58,075	68·3
BOOK-KEEPING.			
Class V^1., . .	11,642	8,251	70·9
,, V^2., . .	8,226	5,663	68·8
,, VI., . .	7,266	5,068	69·7
Total, . .	27,134	18,982	70·0
NEEDLEWORK.			
Class II., . .	38,905	35,409	91·0
,, III., . .	37,903	35,692	94·2
,, IV., . .	33,467	31,471	94·0
,, V^1., . .	26,051	23,832	91·5
,, V^2., . .	18,918	17,727	93·7
,, VI., . .	16,876	16,196	96·0
Total, . .	172,120	160,327	93·1

TABLE G.

The following table shows the number of pupils examined in Music, Drawing, and Kindergarten, the number of passes, and the per-centages of passes to the number examined :—

—	NUMBER EXAMINED.			NUMBER OF PASSES.			PER-CENTAGE.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.
				VOCAL MUSIC.					
Class II., .	6,631	11,478	17,109	4,769	10,136	14,905	84·7	88·3	87·1
" III., .	6,380	12,827	19,207	5,395	11,254	16,616	84·6	87·7	86·7
" IV., .	5,444	10,762	16,206	4,662	9,462	14,124	85·6	87·9	87·2
" V¹., .	3,628	7,743	11,371	2,959	6,680	9,639	81·6	86·3	84·8
" V²., .	2,434	5,654	8,088	2,043	5,037	7,080	83·9	89·1	87·5
" VI., .	1,546	6,090	7,636	1,206	5,374	6,580	78·3	88·2	86·2
Total, .	25,057	54,554	79,611	21,034	47,943	68,977	83·9	87·9	86·6
				INSTRUMENTAL MUSIC.					
Class V¹., .	2	235	237	2	226	228	100·0	96·2	96·2
" V²., .	3	264	267	3	250	253	100·0	94·7	94·8
" VI., .	3	519	522	2	499	501	66·6	96·1	96·0
Total, .	8	1,018	1,026	7	975	982	87·5	95·8	95·7
				DRAWING.					
Class III., .	10,839	12,702	23,541	8,432	9,697	18,129	77·8	76·3	77·0
" IV., .	9,644	11,276	20,920	7,709	8,667	16,376	79·9	76·9	78·3
" V¹., .	7,051	8,539	15,590	5,539	6,452	11,991	78·6	75·6	76·9
" V²., .	5,131	6,353	11,484	4,163	5,142	9,305	81·1	80·9	81·0
" VI., .	4,788	7,590	12,378	3,938	6,326	10,264	82·2	83·3	82·9
Total, .	37,453	46,460	83,913	29,781	36,284	66,065	79·5	78·1	78·7
				KINDERGARTEN.					
INFANTS :	12,262	16,519	28,781	11,959	16,129	28,088	97·5	97·6	97·6
Class I., .	4,027	6,021	10,048	3,925	5,889	9,814	97·5	97·8	97·7
" II., .	1,847	1,812	3,659	1,795	1,760	3,555	97·2	97·1	97·2
" III., .	141	84	225	127	77	204	90·1	91·7	90·7
Total, .	18,277	24,436	42,713	17,806	23,855	41,661	97·4	97·6	97·5

STATEMENT OF ACCOUNT

FROM

1st APRIL, 1897, TO 31st MARCH, 1898,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

The following STATEMENT OF ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1897-98, and how they have been distributed :—

	£	s	d.	£	s.	d.
The balance on 1st April, 1897, . .	--			32,931	15	2
Parliamentary Grant.						
1896-7—Excess Vote, ...	268	17	1			
Ordinary Grant, 1897-8 (Original), £925,291						
Special Grant in aid of Teachers' Pension Fund (Supplementary), . 18,000	943,291	0	0			
School Grant (Original), . .	255,000	0	0			
				1,198,559	17	1
Customs and Excise.						
Grant for National Schools (Act, 1890), ...				78,000	0	0
Rates.						
Contributions from Rates by the Guardians of Poor Law Unions in aid of Results Fees to Teachers of National Schools, ...				25,540	0	0
Appropriations in Aid.						
Model Schools:—						
School Fees received from Pupils attending Model Schools, a portion of which (£509 1*s.* 7*d.*) is included in the payments made by the Commissioners to the Teachers of these Schools, leaving (£1,999 18*s.* 7*d.*) to be appropriated in aid of the Vote, ...				2,509	0	2
Agricultural Establishments :—						
Amount received by the Commissioners in Students' Fees and for Sales of the Produce of their Model Farms. These receipts are appropriated in aid of the Vote, viz.						
Albert Establishment (Glasnevin):						
Students' Fees, . £684 17 6						
Farm Produce, . £3,093 4 3	£3,778	1	9			
Munster Establishment, Cork:						
Students' Fees, . £398 13 0						
Farm Produce, . £1,842 5 8	£2,240	18	8			
				6,019	0	5
Book and School Apparatus Department :—						
Net Amount received for Books and other School Requisites sold to National Schools, appropriated in aid of the Vote, ...				29,248	7	1
Sundry other Receipts in aid of Vote for 1897-98, . .				235	10	9
Miscellaneous.						
Private Contribution Fund :—						
Dividends on Legacies and Donations (private contributions) invested in Government Securities, . . .				389	4	8
Income Tax deductions, payable to Inland Revenue Department, ...				1,236	0	11
Sundry repayments of moneys due to the account of the Vote of previous year (1896-97), ...				965	17	6
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879, ...				9,521	8	1
Premiums of Insurance of Sundry Officers in Service of Board (North British and Mercantile Insurance Company),				1,376	6	0
Deposits by Farm Students, ...				83	0	0
Carried forward, . .				1,386,015	7	10

The EXPENDITURE during the year was as follows:—

	£	s.	d.	£	s.	d.
OFFICE IN DUBLIN:						
Salaries and Wages,	28,244	5	3			
Travelling Expenses,	393	16	9			
Legal Expenses,	505	14	2			
Rent,	205	7	8			
Incidental Expenses,	444	5	10			
				29,793	9	8
INSPECTION:						
Salaries,	30,787	15	5			
Travelling and Personal Allowances,	12,285	0	6			
				43,072	15	11
TRAINING:						
Marlborough-street Training College,	11,661	13	0			
Training Colleges, under local management,	31,551	3	4			
				43,212	16	4
MODEL SCHOOLS:						
Central,	*3,992	14	10			
Metropolitan, District, and Minor,	*26,251	10	1			
Retiring Gratuities to Model School Teachers,	562	8	8			
Irish Education Act Grant (1892),	4,358	14	8			
				35,165	8	3
ORDINARY NATIONAL SCHOOLS:						
Salaries of Principal and Assistant Teachers, Workmistresses, and Monitors, with Good Service Salaries, and Gratuities for Training Monitors, £545,159 6 9 Results, 220,304 16 5 Irish Education Act (1892) Grant, 245,126 17 3	†1,010,591	0	5			
Retiring Gratuities,	621	1	11			
Incidental Expenditure,	53	13	10			
Free Grants of Books and School Requisites,	803	9	5			
Cookery and Laundry Instruction (Temporary),	459	14	2			
				1,012,528	19	9
MISCELLANEOUS:						
July Examination Expenses,	361	18	3			
Organizing Teachers,	708	9	8			
Commission to Local Postmasters,	193	6	1			
				1,263	14	0
Carried forward,	—			£1,165,037	3	11

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* Including the portion of the School Fees (see page 16) appropriated towards payment of the Teachers

† Exclusive of £59,412 15s. 11d. from Local Taxation (Customs and Excise) Fund. See page 57.

STATEMENT of ACCOUNT—*continued.*

	£ s. d.
Brought forward, .	1,386,615 7 10
Total, . . £	1,386,615 7 10

EXPENDITURE during the year—*continued.*

	£	s.	d.	£	s.	d.
Brought forward,	—			1,165,037	3	11
AGRICULTURAL ESTABLISHMENTS:						
General Superintendence and Inspection,	604	9	8			
Albert Agricultural Training Institution,	4,828	12	9			
„ Farms and Gardens, ...	2,557	16	6			
Munster Agricultural Training Institution,	1,034	3	1			
„ Farm, ...	2,319	15	6			
Agricultural Schools, ...	486	4	6			
„ Gardens, ...	396	1	0			
„ Classes, ...	285	12	7			
Experiments on the Potato, . . .	61	13	3			
				12,574	8	10
BOOK AND SCHOOL APPARATUS DEPARTMENT:						
Purchase of Books and other requisites, carriage of parcels, and materials for packing, &c., ...	34,228	0	1*			
Wages of Packers, &c., &c., . .	702	9	1			
				34,930	9	2
Moieties of Rentcharge of Teachers' Residences repaid by Commissioners, .	—			4,373	14	0
Private Contribution Fund, Payments to Schools from	—			407	17	0
Grant in aid of Teachers' Pension Fund, paid over to Teachers' Pension Office, .	—			18,000	0	0
LOCAL TAXATION (Customs and Excise):						
Paid to Teachers of N. Schools, . .	59,412	15	11			
„ Guardians of Poor Law Unions in aid of Poor Rates, . .	16,826	5	0			
				76,239	0	11
INCOME TAX:						
Payments to Inland Revenue Department of deductions for Income Tax, .	—			1,188	18	8
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879, ...	—			9,521	8	1
Insurance Premium paid over to North British and Mercantile Insurance Co., .	—			1,376	6	0
RATES CONTRIBUTIONS ACCOUNT:						
Paid to the Teachers, ...	24,924	9	9			
				24,924	9	9
Sundry debits to the Vote for 1896–7, .	—			207	12	0
Deposits returned to Students,	—			100	0	0
Balance of Parliamentary Vote of 1896–97 surrendered, ...	—			Nil.		
Balance on 31st March, 1898, . .			£	37,733	19	6
Total, ...			£	1,386,615	7	10

[*] Free stocks, amount £1,645 2s. 6d., not included in above sum, being charged to the Ordinary and Model schools &c., to which the Free Grants were made.

B.—Summary of Receipts and Expenditure at the Commissioners' Model Agricultural Establishments at Glasnevin and Cork.

Name of Farm	Receipts.		Expenditure.		
	Farm Produce.	Fees of Pupils.	Working Expenses of Farm, Live Stock, &c.	Maintenance of Agricultural Students and Salaries of Agriculturists, &c.	Total Cost of Farms and Training Institutions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Albert (Glasnevin),	3,093 4 3	684 17 0	2,557 16 0	4,788 12 9	7,346 8 9
Munster (Cork),	1,842 5 8	398 10 0	2,319 16 0	1,084 3 1	3,403 19 1
Totals,	4,935 9 11	1,083 10 0	4,877 12 0	5,872 15 10	10,750 7 10
Receipts,	—	—	4,935 9 11	1,083 10 0	6,018 19 11
			57 17 11 (Net Receipts of Farms.)	4,789 5 10 (Net Cost of Agricultural Training).	4,731 7 11 (Net Cost of above Establishments).

P. YOUNG,
Financial Assistant Secretary.

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EXPENDITURE ON NATIONAL EDUCATION IN IRELAND FROM PARLIAMENTARY GRANTS AND RATES.

TEN YEARS

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NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND

On March 31, 1898,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

	Year of Appointment.
Right Hon. LORD MORRIS,	1868
EDMUND G. DEASE, Esq., D.L.,	1880
Right Hon. C. T. REDINGTON, D.L. (*Resident Commissioner, 1894*),	1886
W. H. NEWELL, Esq., LL.D., C.B., J.P.,	1886
J. MALCOLM INGLIS, Esq., J.P.,	1887
Sir PERCY R. GRACE, Bart., D.L.,	1888
JAMES MORELL, Esq.,	1888
GEORGE F. FITZGERALD, Esq., F.T.C.D., F.R.S.,	1888
Sir HENRY BELLINGHAM, Bart., D.L.,	1890
Right Hon. CHRISTOPHER PALLES, Lord Chief Baron,	1890
Rev. HENRY EVANS, D.D.,	1890
Sir ROWLAND BLENNERHASSETT, BART., D.L.,	1891
His Honour JUDGE SHAW,	1891
Rev. HAMILTON B. WILSON, D.D.,	1892
Most Rev. WM. J. WALSH, D.D., Archbishop of Dublin,	1895
STANLEY HARRINGTON, Esq., J.P.,	1895
WM. R. J. MOLLOY, Esq., J.P.,	1895
EDWARD DOWDEN, Esq., LL.D., D.C.L.,	1896
Rev. JOHN HENRY BERNARD, D.D., F.T.C.D.,	1897
Right Rev. MERVYN ARCHDALL, D.D., Bishop of Killaloe,	1897

N.B.—Section I. of the Appendix to this Report herewith. The other Sections are in course of preparation.

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APPENDIX

TO THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1897-8.

SECTION I.

General Reports on the State of Education in 1897 by Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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APPENDIX TO THE SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1897-8.

SECTION I.—GENERAL REPORTS on the STATE of EDUCATION in 1897, by INSPECTORS and OTHERS.

INDEX.

Name of Writer of Report.	Position.	Subject of Report.	Page.
Mr. Purser, ...	Head Inspector, . . .	North Dublin group of Districts,	67
„ Sullivan, . . .	do., . . .	Galway do., .	75
„ Stronge, . . .	do., . . .	Belfast do., .	83
„ Eardley, . . .	do., . . .	Londonderry do., .	87
Dr. Alexander, . . .	do., . . .	Cork do., .	91
„ Moran, ...	do., . . .	Belfast do., .	99
Mr. W. J. Browne, . .	District Inspector, . .	Londonderry District, .	102
„ Cox, ...	do., . . .	Coleraine, do., .	110
„ M'Glade, . . .	do., . . .	Donegal, do., .	116
„ Chambers, . . .	do., . . .	Strabane, do., .	125
„ Dalton, . . .	do., . . .	Belfast (North) do., .	131
„ M'Elwaine, . . .	do., . . .	Carrickfergus, do., .	147
„ M'Neill, . . .	do., . . .	Omagh, do., .	158
„ Ross, ...	do., . . .	Newry do.,	164
„ Newell, . . .	do., . . .	Ballaghaderreen, do., .	171
„ M'Clintock, . . .	do., . . .	Cavan, do., .	178
„ D. P. FitzGerald, . .	do., . . .	Ballinamore, do., .	188
„ W. A. Brown, . .	do., . . .	Dublin (South), do.,	196
„ Nicholls, . . .	do., . . .	Portarlington, do., .	203
„ Lynam, . . .	do., . . .	Templemore, do., .	206
„ Hogan, . . .	do., . . .	Ennis, do., .	213
„ Coyne, . . .	do., . . .	Tralee, do., .	218
„ Daly, ...	do., . . .	Mallow, do., .	222
„ Cronnie, . . .	do., . . .	Killarney, do., .	231
„ Hughes, . . .	do., . . .	Bantry, do., .	239
„ Young, . . .	do., . . .	Dunmanway, do.,	241
„ Carroll, . . .	Agricultural Superintendent, .	Agricultural Instruction, .	250
Messrs. Purser and Stronge, .	Head Inspectors, . . .	All the Training Colleges, .	255
„ „ „ .	do., . . .	"Marlborough-street" Training College.	258
„ „ „ .	do., . . .	"St. Patrick's" Training College.	260
„ „ „ .	do., . . .	"Our Lady of Mercy" Training College.	261
„ „ „ .	do., . . .	"Church of Ireland" Training College.	262
„ „ „ .	do., . . .	"De La Salle" Training College.	263
Miss Prendergast, . .	Directress of Needlework,	Industrial Instruction, .	264
Mr. Goodman, . . .	Examiner in Music, .	Instruction in Music, .	270

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Mr. A. Purser, Head Inspector.

Dublin, 25th January, 1898.

Gentlemen,—In accordance with your instructions, I beg to forward my General Report for the year 1897.

As regards the circuit generally there is practically no change to record, beyond the erection of a few new school-houses and the closing of about the same number of old ones. The same District Inspectors remain in charge of the same districts, and all are devoting much energy, thought, and skill to the discharge of their duties. Unfortunately the labour of the Results Examinations is so severe as to leave little or no time for inspection. As money payments depend on these examinations, the more conscientious an inspector is, the more time and thought will he devote to making sure by his tests, that he is not, on the one hand, depriving the teachers of a duly earned fee, on the other hand, improperly giving away public money. Again, teachers and managers sometimes bring charges against an inspector in regard to his work, so that an unnecessary amount of time is lost in getting the pupils' work done in such a manner as to afford means of rebutting such accusations, which, it is needless to say, are nearly always made by or on behalf of the most worthless teachers. I beg to press upon the Commissioners the necessity of supporting their own officers in the faithful performance of their duties and of protecting them from calumnious charges.

Irish Education Act, 1892.

The compulsory clauses of the Irish Education Act are still nominally in force in Tullamore and Warrenpoint, but as the number of children attending school in both places has fallen off, and as the parents of defaulting children are not prosecuted, the Act is practically inoperative. This is the more to be regretted as all the schools in both towns referred to are efficiently conducted and would therefore certainly be a source of benefit to the absentees. The schools too are held in good houses which are kept clean, warm, and comfortable, and in a sanitary state with regard to ventilation, &c.

School-houses, repairs, heating, sanitation.

In my last report I referred to the necessity of requiring that school-houses should be suitable, kept in proper repair, and adequately warmed in cold and wet weather, and I again express as my opinion that "the Commissioners should not tolerate the existence of National schools without offices, unless under very exceptional circumstances, and should refuse salary for winter months if adequate fires for heating the school-room are not provided. It is not an extravagant supposition that a large part of the sickness among the children of the country is brought on by badly ventilated school-houses combined with want of due warmth in wet and cold weather." It is downright cruelty to have a school-room for the poorly clad children so cold that an inspector, even with a heavy overcoat on, feels chilled in hands and feet.

But the providing of offices is not enough; they must be kept in a sanitary, clean, and decent state; and any serious neglect of this matter should be visited with heavy punishment where the fault does not lie with defective construction of these buildings.

Reports on the State of Education.

Mr. A. Purser, Head Inspector. Dublin.

"No credit is given, by the present system of paying teachers, for cleanliness, neatness, or ornamentation for house and premises; none for regard to the health and comfort of the pupils; none for the educative example of decency and order, so these are naturally neglected in a greater or less degree."

Vested schools, defective construction.

A considerable number of recently built vested schools that I have visited are very unsatisfactory structures, faulty in plan, unsound in construction, and as a result rapidly falling into bad repair. Within the last month I visited a pair of schools in the county Wexford, which had not been occupied a single week, built at the public expense by a grant of two-thirds of the nominal cost. It is probably no uncharitable supposition that this "two-thirds" given by the Commissioners covered the whole cost of the building. The roof was not stanneh; fittings, such as the boot scrapers at the doors had already given way; the woodwork was rough and unplaned, and hence the varnishing will be of little avail in keeping it clean; it was also so fresh that the joints were everywhere opening; at the corners of the rooms where the ventilation tubes are placed, one could see daylight through the wall, and the teachers were obliged to fill up the chinks with paper. This is certainly very far from satisfactory, and coupled with the after neglect which is common in country places in regard to school buildings, calls for the application of some check.

Responsibility of teachers.

It is very unadvisable to allow the applicant to be the contractor for building the house for which he has received a grant. For the above defect the teachers are of course in no way responsible. But in many cases they do not pay as much regard to cleanliness, neatness, and order as is desirable—defects which, partly owing to this neglect and bad example, are only too painfully observable in the children as well as in the school-rooms. With regard to the school-houses, I would suggest that the ceilings should be flat; that where the services of one or more assistants are likely to be available, a class-room should be built for each, not the little cell that usually is provided, but a room nearly as large as the main room and able to contain the assistant's whole division.

Punctuality and order.

At Results Examinations the pupils are generally punctual in attendance and orderly in behaviour. There are fewer attempts to use the dishonest means of getting through the work which are implied in the words "prompting and copying." But at ordinary and unexpected visits many schools only too often present a very different picture. The time-table will perhaps be only partially observed; the teacher will perhaps be diligently employed with one class, while the rest of the pupils are noisy and disorderly, and the whole school rather reminds one of the proverbial beargarden. I do not wish to imply that this is the general state of affairs, though it is far more common than it should be; and I would urge the fact that so many teachers succeed in conducting their schools in an orderly manner as a proof that it is well within the power of all average teachers to do so. The moral qualities included under the terms "discipline and order," are much better worth cultivating than the intellectual qualities cultivated by a smattering of grammar and geography.

Reading.

Reading cannot be pronounced even fairly good in most schools. This may seem strange in view of the high percentage of passes (95) in the subject at the annual examinations, but is explained by the inadequacy of the test applied, and by the low standard which is held to qualify for a pass. Practically a pass is given in all classes provided a pupil does not misread more than a few words. Clearness and distinct-

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Reports on the State of Education.

Mr. A. Purser, Head Inspector, Dublin.

ness, intonation and intelligence, count for little or nothing; explanation is almost limited to giving imperfect synonyms for single words. Some of the faults are due to the teachers; some to the system. When one hears a class reading over their lesson several times during a half hour and the teacher merely interjecting the correction of a wrongly pronounced word, which he even fails to make the pupil repeat, there is no difficulty in deciding who is to blame; and similarly with regard to explanation when books are closed at the end without a question on the lesson having been asked. But the system is also to blame. I do not now refer to payment by results, though that is no unimportant factor; but reading so far as I can recollect was no better before the results system was introduced. I refer to our organization and the time-table arrangements, which, whether bad or not, have become so fixed that deviation from them is almost impossible. Take the case of a school having only one room, the seniors at reading. These may include third and fourth, junior and senior fifth, junior and senior sixth classes, each reading a different lesson. Now the din that would be produced if a boy of each class were to read his lesson in a loud, clear, and distinct tone of voice could be better imagined than appreciated. Again, to have a duly qualified teacher for each class is not attainable, so only one or two of the classes are really under the direct instruction of the teacher at any moment, and to keep down noise the pupils are grouped round their teacher as closely as possible and encouraged to speak just loud enough to be heard by him.

Simplification of programme for small schools.

For smaller schools of this class a simplification of our programme seems a necessity if solid work is to be done. This simplification might be effected by grouping the programme of two consecutive classes and arranging it so that either half could be taken indifferently in the first or second year of a pupil's course. Arithmetic might present a little difficulty, but all other ordinary subjects appear to me to readily lend themselves to such a system of grouping.

Reading might be arranged somewhat as follows:—Infants under five years should not get any formal *reading* lessons; from five to seven years of age they should have a primer, in which the words should be, as far as possible, all regular, and arranged in lessons according to similarity of sounds. This book should be more advanced than the Board's infant primer and divided into two parts. For the next stage there should be a book somewhat larger than the present second reader. The lessons should be all of about equal difficulty as regards *matter*; the length of the words is of little consequence provided they are within the child's ready comprehension. This book should be used for first and second class pupils, and the first and second half of it should be used in alternate years. So also for third and fourth classes, for the two fifth, and for the two sixth classes.

But I would go further in relieving the teacher than even this. During my visit to German schools last autumn, for the Manual Instruction Commission, I found that not only was one reader used in this manner for two classes, but that in no case was it ever attempted to read the whole book. Take, for instance, the second reader used in Leipzig for pupils in third and fourth years; it contains 234 lessons of varying length, but not more than 60 are ever read in a year. In Berlin it is the same. Again, in Goerlitz (or Görlitz), 20 or 30 lessons are prescribed for the lower, and about 40 for the higher classes. In all cases a carefully prepared detailed table of lessons (in all subjects) is made out for the whole year. In a small country school in Silesia the children formed three divisions, each of which had a single lesson for a

Reports on the State of Education.

Mr. A. Purser, Head Inspector, Dublin.

whole week, an hour each day being devoted to the subject. Here is the arrangement for the senior division in a Münster school (120 boys taught by two teachers), for the first three weeks after the Michaelmas holidays—First week, "The Bird's Farewell" (a short poem on p. 109); second week, "Autumn" (a prose lesson on p. 108, barely one page long); third week, "Young Trees" (another short poem on p. 48). In this case verse lessons were greatly in excess; the average is about two prose lessons to one in verse. Here, too, the children got at least five hours reading in the week, and of course the same children were present day after day, as no child dare stop away unless on account of illness or other very serious cause. It is possible the children get the lessons by rote: some of them are required to be known by heart; but that does not strike me as of very much consequence. The great point is to give a high standard of style, a high standard of excellence, so that they may not fall into the mistake of accepting the mere repetition of words as reading. In this, as in many other matters, the motto should be *multum non multa*.

Reading is always connected with explanation and subject matter, and the last two are treated together as they must be if any lesson is to be thoroughly understood. By this the children's use of language is carefully cultivated, and their answers are given in connected sentences, not by a single word or imperfect phrase as is common in our schools. Considering the much greater difficulties our teachers have to contend with, caused by irregularity of attendance, unphonetic spelling, excessive subdivision of classes, &c., I consider some lessening of the amount of matter read might be allowed; but, as compensation, the lessons should be read in good style, and the children should be able to explain them thoroughly, and answer on the subject matter with their books open.

Spelling. Spelling is one of the worst of our ordinary subjects, yet the standard required is very low—in fact, too low, as a pupil gets a pass even though he misses six out of ten words in the lower classes.

Writing. In Writing, failures are few; but the style of penmanship is nothing like so good as it was in olden times, when the excellence of a school was largely judged by the quality of the writing. The careless manner in which written exercises are done by the pupils is partly to blame. I should be glad to see the state of the year's copybooks and exercise books taken into account in assigning the marks for this subject (also for Drawing), and to have composition altogether excluded.

Arithmetic. The knowledge of Arithmetic is almost entirely mechanical. The senior classes are drilled into some knowledge of mere routine by constant use of cards, the juniors by daily work on slates or blackboard; but little or no attempt at rational explanation is ever made, and pupils are but little practised in setting down sums properly from dictation. The other day I gave a second class three numbers (106, 9, and 27) to set down and add; only three out of a dozen could do it, yet this was in a good school in which not less than 90 per cent. of possible pass marks were obtained at the last Results Examination. I am quite confident that not above 50 per cent. of the children in second class and upwards in our schools could find the difference between 96 and 90012 if the numbers were not written down for them, and a still smaller proportion if they were asked how much should be added to 96 to make it equal to 90012. More intelligence is required in the teaching of this subject, and, as far as possible, the teaching should be collective; but here again the difficulties caused by excessive sub-division of the classes come into play, and in this, more than in any other ordinary subject, are harder to

Mr. A. Purser, Head Inspector, Dublin.

overcome. Abroad the difficulty is less, as the system of weights and measures is decimal; but even here careful preparation in the lowest class would help much. The infant children should learn to know and distinguish all the coins up to a shilling; the pint and quart (of which models or specimens should be in every school); the foot and the yard; and the days of the week. In addition, the senior infants ought to be able to go through all sorts of exercises with numbers up to 12, both at the ball frame and mentally.

The first and second classes should go through similar exercises with numbers up to 1,000, but so far as possible keeping first class children to numbers under 100. These classes should know all our coins; lb., pint, quart, gallon; inch, foot, yard, square inch, and square foot; the clock, and measures of time marked on it. These should be taught by concrete examples where possible, not during arithmetic lessons but as object or conversation lessons.

The third and fourth classes should deal with numbers up to 100,000, and extended tables of weights and measures (excluding troy weight), which should be taught by concrete examples, if possible. They might also learn fractions so far as they could be explained by divisions of money or measures, as a shilling is $\frac{1}{20}$ of a pound; a pint is $\frac{1}{8}$ of a gallon, and so on. The two fifth classes are readily grouped. Their course is practically Proportion and Practice, and Fractions. It is a moot point which should come first, and nothing would be lost by alternating them each year for junior and senior fifth in the same manner as the two halves of their reading books.

The teaching in sixth class would probably have to become individual, as the proficiency of the pupils would be very unequal.

Grammar.

Grammar, in spite of its abstract nature, is taught with fair success in a considerable number of schools; but the wildly wrong answers which are sometimes given in an otherwise good parsing exercise makes one doubt whether the pupil has any real understanding of the matter, or realizes the relation of the different parts of the sentence. If the beginning of this subject cannot be deferred to fifth class, perhaps requiring knowledge of noun, adjective, and verb, and their accidents from third class, and all parts of speech similarly from fourth, might enable these classes to be generally taught together.

Geography.

In geography there is perhaps too much mere naming of places required from our pupils, especially in the higher classes. Geography should be made as descriptive as possible, beginning with the neighbourhood, which, when thoroughly understood, should serve as the foundation for all subsequent teaching. In fifth class the British Isles might with advantage precede Europe. More attention is required to physical and mathematical geography.

Agriculture

In my circuit Agriculture is taught in all country schools under a master, and in a few town schools. The high fee payable for it makes it a popular subject with many teachers, but the value of the instruction is much impaired by its not being practical. It is a remarkable circumstance that this subject is not taught in any primary schools in Germany, or even in Holland, which has the reputation of being so far in advance of us in agriculture.

Needlework.

The results produced in needlework are in general disappointing, considering the very large amount of time devoted to the subject. This I attribute to want of definiteness in the teaching of it, partly to absence of class instruction and partly to the programme. Entering a school during needlework hour one will probably find several girls in each class knitting, a few perhaps at crochet or fancy work, others

Reports on the State of Education.

Mr. A. Purser, Head Inspector. Dublin.

sewing. Of the sewers all, but a few who are engaged on some inner garment, will be found sewing different stitches on a small strip of calico, which is not worth preserving, and next day will be thrown into the fire. Each pupil is attended to separately by the teacher; no attempt is made at collective teaching which has been successfully tried elsewhere. The directress of needlework makes a short reference to the matter in her last report, but the failure she alludes to was evidently due to the teacher's not knowing how to give a collective lesson. When the inspector comes to examine at the end of the year he is absolutely without proof that any particular girl has done both sewing and knitting during the year. I would suggest the following programme:—

Second Class.—Knitting (plain and purl), a pair of wristlets.

Third Class.—Knitting, a pair of stockings; or else a sampler cloth with a selection of stitches.

Fourth Class.—A sampler cloth showing the stitches in most common use. This cloth should be made of strong linen, very even in the threads. It should be large enough to afford ample practice during the year, and should be preserved to be shown at the annual examination. A pinafore or other specimen garment should be made.

Fifth and Sixth Classes should have similar practice pieces, showing in addition button-holes, sewing on of buttons, patching, darning, &c., &c.; and should also have specimen garments. The latter might fairly be limited to such as are worn by girls, and the cutting-out of them, as well as the sewing and tacking of them together, should be learnt. In the senior classes one or two definitely fixed months of each year should be given exclusively to knitting.

Book-keeping, singing, and drawing.

Of book-keeping, singing, and drawing, there is nothing new to report. It would be of great advantage to have the last two subjects made part of the ordinary course in all schools if possible. Allowing mere ear-singing where the teachers cannot instruct in note-singing might help to promote vocal music in future years. No doubt the Board's examiner in the subject could readily compile a book of suitable songs which would be of use to such teachers as felt they were unable to make a selection for themselves. Teachers not certificated for drawing might, nevertheless, with the aid of suitable charts, help to promote the subject. Book-keeping, like other practical subjects—such as dairying, laundry work, cookery, &c.—might well be confined to the pupils' final school year, when a much larger amount of time could be devoted to them. The establishment of short courses of cookery lessons for children of fourth class and upwards is of very doubtful utility. In Dublin the principal effect has been to lead to the abolition of the far more useful and effective longer courses that lasted through the whole results year. It might be advisable to limit the teaching of all extra subjects to hours before or after ordinary school time. Mensuration, at present grouped with Euclid, might in its earlier stages be grouped with arithmetic and taught to all pupils of sixth class. This subject should be taught practically—actual surfaces being first measured and then their areas calculated.

July Examinations.

The examination of teachers and monitors was held in July as usual, but the result is still unknown to me. In addition the promotions gained by passing a literary examination, the Commissioners granted

Reports on the State of Education.

Mr. A. Purser, Head Inspector. Dublin.

promotions to such teachers as could show seven consecutive years' highly efficient service since their being placed in the lower division of first class. The result was decidedly disappointing, and the investigation of the claims showed that a large proportion of first-class teachers had been doing inferior work. The stimulus of promotion by meritorious service will, it is to be hoped, effect an immediate improvement in these schools, and lead to more persevering efforts on the part of the teachers.

The present system of payment needs revision and simplification; a fixed minimum, with regular increments, commends itself on many grounds.

Monitors.

The monitors are a useful adjunct to the teaching staff of many schools, and form the main source from which our teachers are drawn; but, unfortunately, the number of girls that complete their period of service is greatly in excess of the vacancies that arise in the senior staff.

Model Schools.

There are four model schools in my circuit—Newry, West Dublin, Parsonstown, and Enniscorthy—comprising ten departments. Newry and West Dublin are large, well-conducted schools. Enniscorthy has shown considerable improvement during the last two years; but I regret to say the number of boys in the Parsonstown Model School has shown a serious falling off. The girls' department in Parsonstown also shows some decline in numbers, though the quality of the instruction given is excellent.

German Schools.

Before closing this report some short references to German school matters as they came under my notice during my visit to Germany last autumn for the Manual Instruction Commission may be allowed. In my report last year I gave some information gleaned during my attendance at the Manual Training School in Leipzig, which subsequent inquiries have proved to be on the whole substantially accurate. What struck me most on extending my inquiries was to find the great variety of syllabus or programme. In towns under municipal government all the schools in the one town have the same course, with, at most, slight variations, but one town's programme differs materially from another's. These programmes are drawn up in great detail. For instance, in Berlin each subject has a pamphlet to itself—that for gymnastics alone runs to 90 octavo pages. In Goerlitz (a town a little larger than Cork) the programme covers 144 pages. In rural schools the headmaster draws up his detailed programme, which has to be submitted to the school inspector for sanction. Time tables in both town and rural schools have to be similarly submitted for approval. In addition, a complete series of lesson tables in every subject has to be prepared for the whole year in advance, and a daily or weekly record kept of lessons actually taught. These show in most cases a somewhat less extensive range than in our schools, but a far more thorough and complete treatment within this narrower range.

Programme.

Hour lessons are the general rule, as this time allows of better development of a subject than half-hour lessons. The children sit at every lesson and in most towns where the staff admits of such an arrangement only one class and its teacher are in each room. In large schools there is always a director; in such schools as have a smaller staff the senior teacher has a guiding influence. The pupils are divided as equally as possible among the teachers. The number of hours' service a teacher is required to give varies somewhat—24 to 26 hours a week for female, and 28 to 32 for male teachers are the general requirements. During these hours nothing but teaching is allowed, not even the correction of the written exercises. It should be noted that female teachers are very rare in Saxony (3 per cent.), and the minor States of North Germany,

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and even in Prussia (14 per cent.) are far less common than in Ireland. All teachers are trained. Instruction in needlework is not in general given by "certificated" teachers, but by special workmistress; a large proportion of the latter receive special training to fit them for their positions.

Course of training for teachers.

The course of training for teachers extends over six years (in Prussia three years are spent in a preparatory institution, and three years in a training college.) Those who pass the examination at the end of their course are eligible for *provisional* appointment; but within the next five years they must be favourably reported on as teachers and pass an additional examination for definite appointment. Once this has been done they become civil servants and cannot be dismissed except for immoral conduct or gross neglect of duty. The scale of salary is very variable. The lower limit is about £50 with a free house or else lodging allowance. By gradual increments the salary rises to about £100 in country places, and perhaps £200 in some of the larger towns. A director's or head teacher's salary does not bear the same disproportion to an assistant's of the same number of years' service as in Ireland. It should be observed that these salaries are almost entirely paid out of local funds, the contributions of the central governments being very small. The Berlin (population one and a half millions) budget for primary schools amounts to about £530,000.

Pensions.

The central government pays the teachers' pensions; their widows, and orphan children under 14 years of years, are also entitled to pensions.

School hours.

The children's weekly school hours vary from 14 for the youngest up to 32 for the highest classes. They are differently distributed in different places. In Berlin the children attend from seven in the morning until noon (in winter an hour later), and do not return to school in the afternoon except (in case of some higher classes) on *one* day of the week for gymnastics and needlework. In other towns the more common arrangement is to have four hours school in the morning (7 to 11, in winter 8 to 12 o'clock), and two or three hours school in the afternoon of four days.

The monitorial system is quite unknown, but in one or two cases where there was only one teacher with several classes, I found a pupil giving a little help. (At the Hague, in Holland, I found paid monitors in nearly all the schools.) Pupils have to attend school for eight years from the Easter after they reach their sixth birthday. Every single day's absence, if any, has to be accounted for under penalty of fine or imprisonment of the parents.

Kindergarten.

Kindergarten is not at present any part of the ordinary school course; but object and information lessons are regularly given, and in larger schools lead up to an advanced course of elementary science, for which a very fine collection of apparatus is provided.

It is much to be desired that there should be as great an interest in school matters in Ireland as in Germany, and that school-work should be carried on with the same zeal, intelligence and thoroughness.

I am,

Your obedient servant,

A. Purser, Head Inspector.

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Mr. SULLIVAN LL.B., Head Inspector.

Mr. Sullivan, LL.B., Head Inspector.

Galway, 10th February, 1898.

Galway Circuit.

GENTLEMEN,—In accordance with your instructions I beg to submit the following report on the state of National Education in the circuit of which I have charge. This circuit includes nearly all that portion of Ireland which lies west of the Shannon; in other words it includes nearly all Connaught and the greater portion of Clare. I need scarcely say that my circuit is the poorest portion of Ireland; even in good years—and practically a "good year" is one in which the potato crop is free from disease and abundant—most of the inhabitants are poor, and in bad years—that is in years in which the potatoes fail—external assistance is needed to save many of the people from starvation.

Attendance.

It is plain that in a circuit such as Connaught education has many difficulties to contend with. Parents who are very poor cannot, as a rule, be expected to take as much interest in the education of their children as parents whose circumstances are fairly comfortable. The children of very poor parents, as soon as they can run about, have to assist in many ways—such as "picking" potatoes, driving sheep, &c. When they reach the age of thirteen or fourteen their services at home become more valuable, and consequently they can attend school at certain seasons only—chiefly during the winter months; and about the age of fifteen most of them cease to attend altogether. The attendance of the younger children depends to some extent on the attendance of the older children, as many parents hesitate to send children of tender years to school unless they are accompanied by older brothers and sisters. So that, on the whole, the attendance is markedly higher in most schools during winter and during a couple of months in summer, when work on farms is not pressing, than during the remaining portion of the year.

School-room fires.

As I have said, the attendance in most schools is, comparatively, good in winter. But this is only when the winter is mild. A very large proportion of the children of this province is poorly fed and very poorly clad. It is painful to see—as an inspector cannot fail to see—little groups of barefooted boys and girls, miserably clad, trying to make their way on a winter's morning to the neighbouring school. In such cases one hopes that the school-room, when reached, may make these poor children warm and comfortable. Unfortunately this is not the case. My experience, and it is extensive, is that the school-room which awaits most children after their walk over bleak roads or paths, is a cold cheerless apartment. Some sods of turf have been placed on the hearth and lighted, but as yet they give no heat, nothing but a mass of smoke. One day last January—and this day and the school may be taken as typical of many others—I was examining in such a cheerless room as that which I have above described. As the children came in they sat—quiet, melancholy, and miserable-looking, in the desks. I was glad to keep on my over-coat, and I also had the advantage of moving about. The sods of turf—there were not many—though "lighted" about ten o'clock, smouldered away, but showed none of the usual appearances of a fire; no blaze, no heat—until half past eleven. Even then the fire added little or nothing to the heat of the room, but owing to the presence of the children the room began to get moderately warm. On inquiry I was told—and I have no doubt the information was correct—that this was a bad year for turf,

Reports on the State of Education.

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Mr. Sullivan, LL.B., Head Inspector. Galway.

as July and August had proved excessively wet. School-rooms should be made fairly comfortable, and as I have said, a great many of them are not fairly comfortable in winter. This affects the attendance and the punctuality of the pupils. Parents and children *feel* that on a winter's morning their own cabins, miserable as they are, are warmer than the school-room, and consequently the children either remain at home altogether in cold weather, or postpone their departure for school until as late an hour as possible. I visited a school—one above the average in many respects, having an attendance of over 100—at half-past ten o'clock—the principal and the assistant were duly present, but at that hour there was not a single child in the school. Nor was it that the morning was exceptionally bad, on the contrary it was a fine bright morning. Even if I did not give the instances to which I have just referred most persons would at once admit the statement up to which I have been leading, viz.:—that every school should have at ten o'clock on each winter's morning a good bright fire. To mere theorists this may be a very simple matter, the mere statement of a self-evident truth, but in practice it presents some difficulties. Where is the fuel to come from? is one question; and who is to light the fire? is another. In many localties the time-honoured, if not elegant practice, of bringing a sod of turf under the arm still exists, but it has drawbacks. It fails at critical times. In 1897, owing to the wet summer, the supply of turf for the inhabitants was small in quantity and bad in quality, and this re-acted on the schools, which were poorly supplied. Managers have no fund from which to supply fuel, and teachers think that the expense of keeping the school-rooms warm should not fall on them. At present the State pays the salaries of the teachers in full; the State builds, or largely assists in building, the school-houses, and in supplying these houses with furniture; in the case of schools vested in the Board, the State keeps the houses in good repair. Having done so much I think the State might with advantage go one step further and assist in providing a supply of fuel, and thus making the schools more useful and more efficient than they are at present. Whether a fuel-grant should be universal, or should be given only where the locality is very poor—a "congested district," in fact—might be a matter for consideration. A couple of pounds a year in aid of the local supplies would I think be sufficient to give a good fire to each school, and so would help to make comfortable hundreds of barefooted, wretchedly clad children.

If the material for fire were once provided the question of having the fire lighted in good time ought not be difficult of solution. Fortunately the art of lighting a turf fire is not a difficult one, and as teachers of all ranks are bound to be in attendance half an hour before ordinary school business commences, it should be easy to have a good bright fire at ten o'clock. The absence of such a fire should then be taken as indicating a want of care and attention on the part of a teacher—in fact as one of the many things which help to distinguish a bad and a good teacher.

Teachers.

Good teachers and indifferent teachers differ in many ways. A good teacher personally instructs a fairly large "draft" or "division," and at the same time exercises a useful supervision over the remaining classes. Indifferent teachers instruct one "draft" badly, and exercise no supervision over the remaining classes. For these remaining classes such teachers rely much on the assistance of "unpaid monitors." These are senior pupils, in general quite ignorant of the art of teaching. In some cases, and the number of cases is increasing, the principal gives some small payment to pupils employed to assist in teaching, but in general

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Mr. Sullivan, LL.B., Head Inspector.

Galway.

Pupils employed as teachers.

there is no payment. Pupils like to teach for a short time; they seem to find teaching easier than studying; and, like older persons, they enjoy a little "brief authority." But the services rendered by such "unpaid monitors" are, I fear, of very little value educationally. In a school which I visited recently the Principal had entrusted the instruction of eighteen infants to a 6th class girl. She sat in the middle of the class, took a book in her hand, called up the first pupil, caused this pupil to read a few words; sent him back to his place in the draft, and called up the second pupil. She went on in this way, and at the end of half-an-hour she had given each of the eighteen pupils a "lesson"; but a short calculation will show that each "lesson" must have been less than two minutes in duration, and that each child was standing idle—absolutely idle—for twenty-eight minutes. At the end of half-an-hour the 6th class girl was relieved by a 5th class girl, and it soon became evident that another half hour was to be spent by the children in the same way. However, as I thought it unreasonable that "infants" should be kept an hour on the floor at one time—and all for the sake of less than four minutes' instruction to each.—I suggested to Principal that the infants should be allowed to sit down, and accordingly this was done. If the Principal had only looked for a moment he could have seen how uselessly the class of eighteen was employed; and if he had directed the monitor to use a *tablet* the whole class of eighteen could have been usefully occupied during the half-hour.

In another school—a school much better in some respects than the one to which I have just referred—the teacher is well classed, trained, young, and fairly intelligent, yet for more than an hour she left the instruction of all the classes except one, which she changed from time to time, to two or three pupils employed as monitors. She herself was during all this time wholly employed in hearing "home lessons." The manner in which these "home lessons" were heard showed the tendency of the teaching—if teaching it can be called—in late years. Teacher's whole aim seemed to be to impress certain sentences on the *memories* of the pupils, paying little or no attention to their intelligences. A class of ten had as a grammar "home lesson,"—"*the indefinite pronouns are so called because they are used in an indefinite or general manner. They are any, all, few, some, several, one, other, another, none.*" The first girl said this; then the second girl said it, then the third, and so on to the last. The same was done with the other lessons. For *tables* the pupils had "*ten times and pence*"—each girl said the whole table from beginning to end. It was evident that the girls were not even deriving benefit from hearing the table from one another, as the ninth girl was by far the worst, though if she had listened with moderate attention to the eight who said the "*Table*" before it came to her "turn," she could easily have learned it. While the Principal was thus engaged, the pupils employed as monitors were teaching, or trying to teach, arithmetic, writing, &c. to the remaining pupils. During more than an hour the Principal did not pay the slightest attention to any class except the class whose "home lessons" she was actually hearing.

This is not the place nor the time to discuss the question, how far monitors ought to be employed, but it is plain that in the two cases which I have mentioned—and I give them because they are typical of a great many cases—far too much was entrusted to persons wholly unskilled in the difficult art of teaching. Probably at some future period the discovery will be made and acted on, that teaching—even the teaching of young children—is an art which requires natural aptitude, training, intelligence, and zeal; and that for the attainment of the desired end it is better to rely

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Reports on the State of Education.

Mr. Sullivan, LL.B., Head Inspector.

Galway.

solely on skilled labour properly paid than to rely to any extent on unskilled labour. This discovery has already been made with regard to *nursing*, and the art of training the youthful mind is at least as complicated and as important as the art of "caring" the body.

Development of Intelligence.

It would scarcely be possible to imagine the existence of schools in which less could be done to develop the *intelligence* of pupils than is done at present in a great many—by far the larger number—of our schools. Should a pupil enter at three, four, five, or six years of age, he is enrolled as an "infant," and he is kept in this "infant class" for two, three, four, or perhaps five years. During all this time he does not learn more than an ordinary child, properly taught, could easily learn in a year. But he has, during this long period, acquired *habits*. Naturally, children love to move about, to talk, and to amuse themselves, but a child who has spent several hours each day for a number of years sitting silently on a form, has acquired the *habit of doing nothing*—of sitting with wistful melancholy face gazing into vacuity. After long and weary years the infant—now become dull and stupid—is at last promoted to first class. His want of intelligence does not prevent him from going on in a stumbling fashion from class to class, for his *intelligence* is seldom or never called into play; reliance is placed chiefly or entirely on the *memory*, and this faculty, though rarely rendered *accurate*, is strengthened and developed. By dwelling on the utter waste of time in the infants' class, I am dealing with a class in some respects the most important, and in numbers, by far the largest in our schools. In 1896 the "Infants" examined in Ireland for results numbered 135,598, whereas the number examined in sixth class was little more than a fourth of this, being only 34,560. In fact the "Infants" examined were more numerous than the pupils examined in the *three* highest classes, 1st Stage Fifth, 2nd Stage Fifth, and Sixth—the "Infants" numbering 135,598—whereas the pupils examined in the three classes just named were only 124,748.

Kindergarten.

Kindergarten.—Of course there are schools in which even "Infants" are properly dealt with, and in which pupils in the remaining classes are intelligently taught, but the tendency of the results system, as it has been worked, is to lessen, year by year, the number of such schools. In schools in which the kindergarten system has been properly introduced the "Infants" are intelligently taught. But the schools in which kindergarten is taught are, in this circuit, very few in number—in fact kindergarten is almost confined to the Convent schools.

It is customary, in a General Report, to refer to the various subjects taught in the National schools, and to express an opinion as to the proficiency attained in each subject. In accordance with this custom I proceed to offer remarks on the subjects of the school programme, but as I referred to the same points rather less than a year ago, and as the year which has elapsed has not brought many changes, I need not enter into minute details.

Reading.

Reading.—During the the year 1897 increased attention was paid to explanation. Explanation, which formerly was only a "sub-head," and so might be neglected without pecuniary loss, now forms an element in determining the "pass mark." Senior pupils who had passed through the junior classes without paying any attention to explanation, found the addition of explanation a serious matter, and in many cases *noughts* were given in 1897 where in former times *twos*—weak twos—would have been obtained. But the difficulty with regard to explanation should decrease year by year. As attention must be paid to explanation from second class upwards pupils fairly "grounded" in the junior classes will find that their work in the senior classes will be easy.

In several schools it will be necessary to re-arrange the *Time Table*,

Reports on the State of Education.

Mr. Sullivan, LL.B., Head Inspector. Galway.

and to give more time for "reading and explanation," than hitherto has been given.

Repetition of poetry is not well taught.

Writing.

Writing.—Letter-writing is not well taught. In fact a good many of our teachers know little about letter-writing except what they have learned in our schools, and as it is only of recent years that the subject has received attention, it is easy to see that such teachers cannot readily become proficient in teaching the art. I have very rarely seen any book on composition or letter-writing in the schools of this circuit. I should be glad to see in use a good but simple book on letter-writing, one giving numerous examples of the different ways of commencing, ending, and addressing a letter, and suggesting forty or fifty new subjects. I seldom fail to look over the *letters* in the pupils' exercise books, and it is impossible not to wish for a change from the now stereotyped commencement—"As you asked me to tell you how I spent last Sunday," —or, "As you ask me how the crops are in this part of the country."

Penmanship does not receive sufficient attention. In many cases the pupils while writing are left in charge of a pupil, or a monitor, and the Principal devotes his attention to other classes learning "oral subjects."

Arithmetic.

Arithmetic.—This subject is not intelligently taught. In most schools the teaching is purely mechanical. "Cards" are in extensive use, and by working, day after day, at these "cards," pupils are pretty sure to work some of the questions on the Inspectors' "cards," and so "to pass."

Spelling.

Spelling.—This is still a weak subject in many schools.

Grammar.

Grammar.—There is no change to record since my previous report. The subject receives a good deal of attention, but the success in teaching it is still very moderate.

Geography.

Geography.—In most schools this subject is taught with a view to obtaining "passes." Day after day the pupils in third, fourth, and junior fifth are kept pointing out on the maps the places to which the Inspector's questions must be limited; and day after day the pupils in classes V^2. and VI. read prescribed portions of the text-books, generally standing before a map while doing so. As a rule the pupils know nothing about the geography of their own locality, and nothing about the geography of their own county or province, except the few facts mentioned in the text-book.

Agriculture.

Agriculture.—The new edition of "*Practical Farming*" has recently been introduced, and is gradually being adopted in our schools. When carefully studied by teachers, it will, I think, be well liked. But the book requires to be studied. I heard an intelligent young teacher, first class and trained, giving a lesson on portion of the new book, and it was anything but cheerful or cheering. It was quite evident that he had not previously read the lesson, so,—taking the text-book in his hand,—he glanced over a sentence or two, and then formed a question, which question he asked the class. The boys knew nothing about the subject, and so failed to answer. He then gave them the answer, carefully confining himself to the words of the book, and they repeated the answer. To impress the words on the boys' memories, he asked the same question a second time, and caused the boys again to give the answer; again, of course, in the very words of the text-book. When satisfied that they knew this question and answer, he read, mentally, the next sentence, and proceeded as before. In the course of the half-hour allotted to "agriculture," he got over five or six questions in this way, but the whole lesson was extremely spiritless.

At present fourth class pupils take Part I.; fifth class, first stage,

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Reports on the State of Education.
—
Mr. Sullivan, LL.B., Head Inspector. Galway.
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Part II.; fifth class, second stage, Part III.; and sixth class, Part IV.; and so in every school there must be four "classes" in agriculture. This adds much to the difficulties of teachers. The "Parts" do not depend on one another, as—say, the books of Euclid—and Part III., for example, might without any disadvantage be read before Part I. or Part II. Part IV., which now belongs exclusively to sixth class, consists largely of sections which, quite recently, were taught to fifth class ("Dairy Management"), and of other sections which were taught to fourth class ("Grasses"). It would much simplify teachers' work if they were permitted to take the *same* "Part" for all their classes. Of course, care should be taken not to give credit twice for the same "Part," but to do this would be quite easy. Taking a particular school—and of course the same programme might be adopted by every school—the programme might run as follows:—

—	Class IV.	Class V¹.	Class V².	Class VI.
1898, . .	Part I.	Part I.	Part I.	Part I.
1899, . .	Part II.	Part II.	Part II.	Part II.
1900, . .	Part III.	Part III.	Part III.	Part III.
1901, . .	Part IV.	Part IV.	Part IV.	Part IV.

In each year all classes would have the same "Part," but in the four years a pupil now in fourth class would read the whole book.

It might be objected that pupils now in sixth have already—in the old book—read a portion of the matter contained in Part I. I do not think there is much in this, for the new book contains a good deal which is not in the old book; but if there be thought to be weight in the objection it can at once be got rid of by substituting Part IV. for Part I in 1898. For example, the "Parts" might be taken as follows:—Part IV. 1898; Part III. 1899; Part II. 1900; Part I. 1901.

If this change were made it might be expected that teachers, generally, would try to illustrate each day's lesson—(there would be only *one* lesson for all classes)—by making some of the simple experiments referred to in the text-book, and by exhibiting some of the grasses, seeds, flowers, dealt with. Of course, too, the advanced classes should be expected to keep up the knowledge they had acquired when in class IV. or class V. but if they had been well taught previously this would be easy.

Book-keeping.

The subject of Book-keeping not well taught generally.

Drawing.

The important subject of Drawing also makes very slow progress. In the vast majority of the schools in Connaught it is not taught at all.

Geometry and Mensuration.

Geometry and Mensuration are taught in comparatively few schools, and are not well taught generally.

Algebra.

On the other hand, Algebra is, I think, making some progress.

Needle-work.

The "Industrial scheme" which was introduced a few years ago with great expectations, has almost died out in this circuit. From the very beginning the scheme had not a fair chance of success, chiefly because our teachers—(female teachers of course)—were asked to teach—practically were compelled to teach—what they themselves did not know. This failure may be a useful guide when introducing new subjects. It is quite easy to make a regulation that certain subjects—industrial subjects in the present instance—should be taught, but instruction reluctantly given by persons who were, themselves, unacquainted with the subjects, was soon found to be of little value. Our female teachers

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are very fairly able to give instruction in the various sub-divisions of plain needlework, and accordingly plain needlework is, on the whole, making fair progress in our schools. Almost every person is now of opinion that an hour each day at needlework is amply sufficient, and in accordance with Rule 9 an hour's instruction is given in every school in which a female teacher is recognised.

Irish.

In previous reports I drew attention to the desirableness, in Irish-speaking localities, of using Irish words and phrases to explain English words and phrases. It is plain that in no other way can "explanation" be as easily and thoroughly taught in such schools. Now that "explanation" has become essential for a "pass mark," the matter has become one of much importance for teachers in Irish-speaking localities. During 1897 many teachers complained of the change in the programme—the change rendering explanation necessary; but if they neglect such a well-known principle as that of "teaching the unknown from the known"—and in this case English is the unknown tongue—they must blame themselves. Nor is it necessary that a teacher, in order to do this effectively, should have a "certificate for Irish," or should have a profound grammatical knowledge of the language—an ordinary, colloquial knowledge is amply sufficient.

It is interesting to know that classes in Irish, taught by teachers who have certificates, are steadily, if slowly, increasing. In 1897 the total number of classes in Irish, which were connected with our Irish National schools, was eighty-five, and of these thirty-eight, almost one-half, were in my circuit. I have before me details regarding the examinations in ten of the eleven districts of which I have charge. In 1896 Irish was taught in twenty-six schools in these districts, 389 pupils were presented for examination, and 231 passed—that is 59 per cent. passed. In 1897 the classes had increased to thirty-five, the pupils presented numbered 468, and the passes were 325, or 69 per cent. of the whole. Of the thirty-five classes in Irish twenty are in what is now, or was recently, the *Tuam* district. This district was for several years in charge of Mr. Lehane, whose labours for the advancement of Irish, and whose intimate acquaintance with that language, are well known. The fact that one-fourth of all the Irish classes connected with our schools were established under the fostering supervision of Mr. Lehane, shows that much may be done by the genuine, well-directed sympathy of even one person. If fourth class pupils were pronounced eligible to earn results fees, if the programme were somewhat modified, and if an inspector acquainted with Irish could sometimes visit the classes, this subject would soon be in a much better position than it is, and at no very great cost.

Model schools.

The Model schools in my circuit are only two in number—one in Galway, the other in Sligo. They are both giving a sound education to the pupils who attend, but the numbers in attendance are small, and the Model schools have no influence on the other schools of the circuit.

Monitorial system.

With regard to the monitorial system, I have little to add to what I said in my report for 1896. In proportion to the vacancies in the teaching staff there are too many monitors, especially as many vacancies are now filled from the increasing body of persons who, without ever serving as monitors, enter the teaching profession through the training colleges. As I have said in previous reports, I am of opinion that monitors should not be given to any schools except those which are in every respect good models for young teachers.

Your instructions invite observation on the following points, and therefore I shall make remarks on them.

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Reports on the State of Education.

Mr. Sullivan, LL.B., Head Inspector, Galway.

(*a.*) "The feasibility of bringing all pupils under a searching test of proficiency."

(*b.*) "The practicability of providing means for facilitating the special advancement of the more intelligent pupils."

As regards the first point,—At present pupils who make 100 attendances are examined by the inspector, so that the question for solution is :—How could those who do not make 100 attendances be examined? In my opinion this could best be done as follows :—

On admission to a school each new pupil should be carefully examined by the teacher, and marks indicating his proficiency should be entered in the proper columns in the register. After next results examination the marks assigned by the inspector should, as at present, be duly entered in the register, but for those pupils not examined—that is for those who had not made the minimum number of attendances, or who were absent owing to illness, the teacher—after examination—should assign marks, and should enter these marks in the register. The teacher's marks should be written in red ink; the inspector's marks in black ink. Inspectors should, at incidental visits, examine as many as possible of the pupils whom they had not examined at the results examination, and the marks then obtained by the pupils should be entered in the register. These marks would serve to check the marks assigned by the teacher.

In this way the register would at all times contain a reliable record of the proficiency of every pupil attending our schools.

As regards the second point,—One of the best means of "facilitating the advancement of the more intelligent pupils" would be to throw open the teaching profession to competitive examination. To do this would be very simple. Entrance to the teaching profession should be through the training colleges, and entrance to the colleges should be—for suitable candidates—by open competition. A clever pupil could then look forward to winning the truly valuable prize, entrance to a training college, with an almost absolute certainty of obtaining employment when he had completed his course of training.

It might be objected to this scheme that the vacancies in the teaching staff in, for example, 1896, were 551, whereas the colleges were only able to supply 249 trained teachers in that year. These numbers however only show that the existing colleges are inadequate. The present colleges should be enlarged, or new colleges should be established, or both these things should be done.

Again, the National schools should be connected with the intermediate system. This could be done as follows :—

Each year pupils of National schools should be allowed to compete, in the preparatory grade, for valuable prizes set apart for such pupils. Some of these prizes should be exhibitions tenable, under certain conditions, for a number of years. In this way clever young persons in our National schools would have a direct road opened for them to the Intermediate Colleges and to the Universities.

I have the honour to be, Gentlemen, your obedient servant,

M. Sullivan,
Head Inspector of N. Schools.

The Secretaries,
Education Office, Dublin.

Mr. S. E. Stronge, A.M., Head Inspector.

Mr. S. E. Stronge, A.M., Head Inspector.

Dublin.

Dublin, February 1st, 1898.

Circuit.

Gentlemen,—I was directed to take up duty as Head Inspector in this Circuit from November 1st, 1896. It consists of nine districts and the small district under the immediate inspection of the Head Inspector. The Circuit comprises the whole, or portions of the Counties of Dublin, Wicklow, Meath, Westmeath, Kildare, Kilkenny, Limerick, Tipperary, Wexford, and Waterford. Were it not for the district of Wexford which belongs to the North Dublin Circuit, this Circuit would include the whole of the south east portion of Ireland.

Occupation of time during year.

During the year 1897 I find that my time was distributed as follows:—Seventy-three days were spent in the inspection and examination of the schools of my own district. This district includes the Central Model Schools—which are the practising schools for Marlborough-street Training College, St. Stephen's and De La Salle Monastery Schools, the Practising Schools attached to De La Salle Training College, and Glasnevin Model School. In addition to these seventy-three days I received about three weeks' or fifteen days' assistance during the months of May and June, when I was engaged in the inspection of the Training Colleges. Forty-eight days were spent in inspection or in inquiries, in the nine districts of the Circuit. Sixty-two had to be devoted to the preparation and revision of questions for the annual examination, to visiting district centres during the examination, and to a close review of the marks awarded by the Examiners to the answering in the various subjects. The tests in the Practice of Teaching to which the Queen's Scholars were submitted, and other duty in connection with the Training Colleges—in which my much-valued colleague, Mr. Purser, took the chief part—occupied thirty nine days. Writing reports, correspondence, and travelling (fourteen and a-half days)—duties of which the last day of the week for the most part bears the burden—consumed fifty-eight other days. I attended to give evidence before the Manual Commission on three days, and at the Quarter Sessions upon another day in a case where school management was before the Court. The addition of twenty-nine days' vacation makes up the sum total of 313 days. It will be seen that the inspection of my own district, the various duties connected with the annual examinations, and the inspection of the Training Colleges, consume so much of my time that I have little left to devote to the supervision of the inspection of the schools in the districts of the Circuit. Though forty-eight days are returned as the time spent in this class of duty, yet this does not represent accurately and in detail the nature of the duties performed. Inquiries occupied a part of this time, and the time spent in visits to the nine Model Schools in the Circuit must be deducted.

Results system.

Having so recently taken charge of the Circuit, and having spent so little time in the inspection of schools outside my own district, I do not consider that I am in a position to speak with much authority upon the state of education in the Circuit, nor should I be justified in putting forward general views or suggestions founded on so limited an experience. It would, indeed, be quite possible for me to draw upon my knowledge of the schools of my present district, and to make use of what I learned of the schools in the Belfast Circuit, and thus to put forward generalisations upon education in my present Circuit. Though this course might seem at first sight to be both improper and misleading, yet the general views so formed would probably be an accurate enough representation of the state of education in the schools of any

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Reports on the State of Education.

Mr. S. E. Stronge, A.M., Head Inspector. Dublin.

Circuit or district in Ireland. To such a uniform level has the Results system reduced the schools that the aims and methods of the teachers almost absolutely coincide. The aim, viz.:—to obtain as large a return of Results fees as possible, never varies, except in the case of teachers whose natural incapacity or lethargy even the hope of pelf cannot move, while as regards methods, the shortest way to the goal of Results fees, regardless of all niceties in imparting instruction, and often of the mental development of children committed to their care, is the one sought and travelled by the teachers. There are still, I am glad to say, some honourable exceptions. There are still conscientious teachers, whose first care is the education of their pupils, and with whom Results fees are a secondary consideration. These, however, are the teachers who are born and not made, who are gifted from the first with a genius for their work. In any nation or under any system this class is always in a small minority, as original natural endowments fall to the lot of a few only. Such teachers know their duty and do it, and would do it under any system, however bad. They are ever reaping something new, always desirous of learning themselves—a test itself of the suitability of a teacher for his office—always ready to adopt new methods or introduce new subjects. They do not confine themselves to the mere letter of the programme. They aim at the spirit of the programme—if spirit it have. These are the teachers who are pleased when the Inspector calls, because they hope to profit by the advice and suggestions of one whose acquaintance with schools is so much more extensive than their own. Though it is sometimes said that the schools of such teachers require no inspection, this is only true as regards what may be called the mechanical routine of the school work, and it is not the opinion of the teachers themselves. They look to the Inspector, not only for guidance and suggestions to enable them to accomplish their daily duties with more success, but they also expect to learn from him what is doing in education in other countries, and the latest methods and ideas in the educational world at home. In their case such conferences do not end in nothing. They have a stimulating influence upon both Inspector and teacher—upon the former, because such interest encourages him in the belief that he is something more than a weigh-master in charge of a scales, and upon the latter, through the zeal he has for his calling and the personal interest taken in his work. It is in such schools and with such teachers that the Inspector's influence for good is still great valuable, and informing, as it ought to be. But in all other schools—and these are an overwhelming majority—the personal influence of the Inspector has under the present system fallen to a very low ebb indeed. The teachers have got into a groove, into a certain stereotyped round of work, with the single object in view of having as many passes as possible at the next Results examination. The adoption of a new routine in school organisation or the introduction of new methods would lead to a dislocation of the ordinary mechanical round and involve alterations in the manner of imparting instruction. To make changes would require additional thought and labour, and cause such a loss of time as would tell against the success of their pupils at the next examination. The teacher has sunk to the level of a more mechanical drudge. He does not aim at excellence in any subject. His time is so much occupied by the increasing endeavour to make every pupil pass in every one of the subjects of his course—and a pass is represented by 40 per cent., a standard much below excellence—that he has no time to spare for thoroughness, completeness, 'finical' perfection, or even an attempt at good form. He is not, however, to be blamed unreservedly. He cannot resist the pressure of the conditions by which he is environed, or under which his work is done. It requires the spirit of a hero to do so, and but few of us are heroes. If, however, he were freed from the fetters by which he is bound, and were allowed a certain freedom of action in his work, there can be little doubt that he would aim at attaining excellence in the teaching of some of the subjects of the programme. And the effort to obtain this excellence would be much more effective in developing and moulding the minds of his pupils than the superficial knowledge, and hastily acquired smattering, which he must now endeavour to impart in order to bring up his pupils in all subjects to a common level of mediocrity.

Before the introduction of the present system, good reading was to be heard in one school, another was famous in its parish for penmanship, while the boys of a third were expert calculators. Nor were grammar, geography, book-keeping, and extra subjects, neglected. There were also teachers who had earned a reputation for their success in laying a sound basis in these subjects. Good reading — which means a correct grouping of words, suitable emphasis and expression, and a clear and distinct enunciation—is an acquirement which the learner can only attain to under the deliberate, painstaking and watchful guidance of a good teacher. Haste, noisy schoolrooms, and interruptions of the lesson, owing to the teachers having to attend during the reading lesson to other classes, are fatal impediments to successful instruction in this subject. Very few of the teachers themselves can read well, and if a teacher cannot read well himself, it is hopeless to expect him to teach others to do so. He may be a bad penman, yet, by means of head-line copies and careful supervision, he may succeed fairly enough in teaching writing, but to help him to teach reading, there are no subsidiary aids. He is the sole standard and model himself. The fact that the majority of the teachers are not good readers is largely due to the harmful effects of the Results system. Many of them have been educated under this system, have been badly taught reading as boys, and have never since succeeded in unlearning that formless expressionless mumbling which passes in Ireland for reading.

Training of Monitors.

It were long to tell, and tedious to hear, all the ill effects that arise from the working of this system. One or two others are, however, specially worth recording. The monitors who are serving in a National School, as apprentices to the office of teacher, are permitted to teach three hours each day. The principal is supposed to superintend the lessons which they give, to show them the best methods, to help them to preserve discipline in their classes, and generally to fit them for the position to which they aspire. But the principal, having always the fear of the Results examination before his eyes, is so much occupied with his own classes that he cannot afford the time necessary to give example lessons in the presence of his monitors, and to observe, guide, and help them, while they are endeavouring to reproduce and re-present these lessons to their classes. As a consequence at the end of their first year's course of training they have certain methods of teaching of their own, but these are not recognised methods. They are methods, as a rule, of their own invention, crude and worthless. It would certainly for many of them, be better if they had never taught a lesson, for when they enter the Training College, if proper care and supervision be given to them, they have to go through the confusing and tedious

Reports on the State of Education.
—
Mr. S. E. Stronge, A.M., Head Inspector.
Dublin.

process of unlearning. If they are appointed to schools and do not come up for a course of training, they are, like Sisyphus, always rolling a stone up a hill down which it rolls again, making no progress worthy of the name—a hard life for themselves, and a harder for the unlucky children who come to pick up the seeds of learning where those seeds are few and difficult to find.

Infants too long retained indoors.

Again, in the Infant Class a boy or girl may be retained for five years —from the age of three to the age of eight—learning the first fifteen pages of the First Book. This is at the rate of three pages of large print per annum. It is not even so much, as there are pictures and vacant spaces. There is no high pressure here. In this case high pressure would not pay. A boy with ordinary care might easily learn to read these fifteen pages in two years. If, however, he were to be promoted to First Class after these two years, the teacher would have gained from the State for his instruction 6*s.* only, whereas if he retain him for three years more in the Infant Class, he will get nine additional shillings for doing nothing except keeping guard that the boy make 100 attendances every year. If the teacher's interest were not incompatible with that of the child in this case, the child would certainly be advanced to a higher class as soon as he was thought qualified for it. In the meantime a bright boy is held back, made idle and careless, in order that the teacher may add to his income. Further, between 60 and 70 per cent. only of all the children in National Schools are examined annually. What sort of education are the 30 per cent. receiving who are not examined? These 30 per cent. are the most irregular attenders. They pay no school fees and earn no Results fees, and, except in helping to swell his average, and so slightly increasing his income, the teacher has no interest in them. They only appear in school at certain seasons, and as there is no probability that they will ever be examined, they are simply neglected. They work with the other classes and are easy to recognise, as they are from three to five years older than the average boy or girl of their class. Indeed, when they proceed as far as Second or Third Class they remain there for the rest of their school career. They are to be found reading year after year in the same book or working the same rule in arithmetic. The teacher would receive no reward for any instruction he gave them or attention he paid them, but would actually sustain a loss in devoting to their education that time which is money to the mercenary.

Pupils who attend irregularly.

I know of but one remedy, and that a radical one, for the evils which I have inadequately attempted to describe—viz., the abandonment of payment per pass, and the adoption of a scheme of payment of salaries dependent on the continuous efficiency of the schools in all points, and of a trust in the teachers that, as educated and conscientious persons, they will discharge their duties to their pupils faithfully, honestly, and to the best of their ability.

I have the honour to be,
Gentlemen
Your obedient servant,
S. E. Stronge.

The Secretaries, Education Office, Dublin.

Mr. F. Eardley, Head Inspector.

Mr. F. Eardley, Head Inspector.

Londonderry.

Londonderry, February, 1898.

Gentlemen,—In compliance with your instructions I beg to forward my General Report for 1897. As I furnished a similar report for the preceding year, the interval was too brief for the occurrence of many changes, yet the year which has just closed will be memorable from an educational point of view by the issue of the Commission on Manual and Practical Instruction, recognising by the very fact the necessity of extending the course beyond the mere mental training which was practically what was intended by the present programme, and so to bring it up to the requirements of the present day.

The Circuit Inspection.

The Circuit remains unaltered in its extent, and the changes in the Inspection Staff were limited by the removal of Mr. Fitzgerald, District Inspector, from Ballinamore to Roscommon, and the transference of Mr. Clements, Inspector's Assistant, to Belfast, succeeded respectively by Mr. Codrington and Mr. C. Bartley. On the whole the work of the Inspectors in this Circuit, is not very laborious, as the schools, though numerous in each district, are small as to attendance, and except in case of a break down through ill health or some other exceptional circumstance, each Inspector stands in need of very little assistance. Derry district is however laborious, with numerous large schools and long drives. In speaking so I refer to the work of Results Examination merely, excluding that of inspection proper, for which there is quite too little time. This is a serious drawback, as without incidental visits, varying in duration from half an hour to two hours each, it is scarcely possible the Inspector can observe the routine of the work, criticize the methods of teaching, examine the time table, and be in a position to offer suitable suggestions for remedying defects. Time should also be allowed for a short conference with the teacher after each inspection, to discuss with him in a friendly spirit the alterations proposed, to weigh his opinions and objections carefully, and to suggest little that would not have his sympathy and support. Such conferences would be important from a twofold point of view—first by disabusing the mind of the teacher of the notion that the Inspector was only anxious to find fault, and to dwell on the demerits of the school rather than to recognize wherein it was praiseworthy; and second, the intelligent and dispassionate discussion of methods, which must necessarily vary according to local needs and individual peculiarities, will bring the isolated teacher in touch with all the best work the Inspector may meet in the course of his visits. Suggestions made in this way would be received with more cordiality as they would come less as directions than as conclusions mutually arrived at by both, and there would not be any danger of the scope of these suggestions being misunderstood.

In a former Report I referred to the feasibility of lessening the work of Results Examination by permitting schools which could be ranked as efficient to earn Results Fees for three years without examination on the standard secured. This would give not only time for more incidental visits, but would also allow time for the examination of all the pupils in attendance. Two examination rolls could be made out, one containing as at present the names of those making 100 attendances, and the second the names of all the others. It might be worth consideration whether some fees should not be allowed for those pupils who pass in the second category, and it would certainly have a salutary

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Reports on the State of Education.

Mr. F. Eardley, Head Inspector.

Londonderry.

effect on the scholars themselves, who at present in many cases feel their exclusion very keenly. They come out in their best clothes and often request permission to take their chance with the others. At incidental visits, too, pupils who evince unusual intelligence might be examined with a view to their promotion to a higher class without waiting for the usual annual interval.

I think the time has now come when the rolls should be marked at *ten* instead of *eleven* o'clock, and that the school day of four hours secular instruction should only begin after the attendance has been recorded. The best part of the day for school work—the morning hours—would then be more utilised than at present.

Teachers and Monitors.

The teachers are in the main earnest and devoted. Their shortcomings when they occur arise from want of initiative or lack of sustained energy. Owing to the former, the average teacher tries but seldom new plans; he follows the beaten track and uses the methods he saw employed when he was himself a school boy. Their familiarity has endeared them to him, and a new departure is not to be thought of, forgetful of the circumstance that young people like novelty and are strongly attracted to the unusual. Given two systems equally good in the abstract, the newest will be found to be the most productive of success. Want of sustained energy is more serious, so when the teacher gives indications of weariness or of want of interest in his work, his example is instantly infectious; the scholars yawn, look at the clock and will do no more useful work that day. After all has been said of the short working hours of the teacher, his long vacations, and the lightness, physically speaking, of his occupation, it must be confessed the work is monotonous, and it needs a conscientious man of strong resolution to keep his animation unimpaired for the whole day, and day after day. He must be constantly on the alert; his eye must be everywhere, and every corner of the schoolroom made to feel his presence. The young and enthusiastic can do this without much effort, but when the sober pace of the veteran is reached, routine is apt to reign supreme; if a good routine, much excellent work can be, and often, is done. In a school, experience cannot supersede brightness and elasticity. Many of the older men, however, by their persevering energy, produce results that would put their younger brethren to the blush.

In the last published Report of the Commissioners, the number of principalships vacated during the year was 203, and the number of Queen's Scholars who had completed their training, 302; hence it would appear the training institutions are well able to supply the vacancies in the former as they occur. It would not be a harsh measure, except in very exceptional circumstances, to recognize as principals only those who had been trained. Not doing so in future would tend to have a depressing effect on the colleges by not recognizing their work carried on at great cost, and under the highest patronage, but would also encourage amateurishness, which is nowhere more hurtful than in teaching. Those amateurs have very often no settled notion of becoming permanent teachers; they use the position as a step-ladder, to be kicked aside when something more congenial offers, and their attitude is one of unrest. The regular avenue leading to the position of principal teacher is very clearly laid down: 1st, monitor or pupil teacher; 2nd, assistant; 3rd, training, and then the appointment. In this way the successive stages of preparation as well as of advancement are clearly defined, incompetence at any stage rejected, and only satisfactory conduct and proficiency finally rewarded. An important point in the beginning of

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Reports on the State of Education.

Mr. F. Eardley, Head Inspector. Londonderry.

this career appears to be not to appoint more monitors than can be provided for at the termination of what is virtually a seven years' apprenticeship. It is conceded we have too many at present, and it is equally felt to be a hardship to have so many young persons prepared for a vocation in which there is no chance of employment, and by their very fitness for that avocation, rendered more or less unfit for any other. The natural course, and, I think, the more humane, would be to raise very considerably the standard of qualification for appointment, so as at once to limit the number of appointments, and reduce the chance of final failure.

School-houses.

The crusade against unsuitable schoolhouses is rather gaining than waning in its strength. The exhaustion of funds at the disposal of the Commissioners for the purposes of Building Grants will, it is to be trusted, not be of long continuance, and in a few years it is not unreasonable to expect that really unhealthy and uncomfortable fabrics will belong to the past. The great difficulty in obtaining sites retarded for many years the erection of suitable schoolhouses, and even yet, when compulsory powers for the acquisition of the necessary plot are available, the difficulty is not wholly removed. The legal preliminary expenses are deterrent, and one manager assured me it would be less costly to pay at once the holder's fancy and exorbitant price than to go through the tedious and often irritating processes of legal arbitration. Notwithstanding these drawbacks, the fact that the necessary school site can be compulsorily acquired is regarded as a great boon.

When the school is built, established, and in a fair way of working, all sympathy with its maintenance in a proper state of repair is extinguished. I know many vested houses not more than twenty years built which are rapidly falling into a dilapidated state, and am not acquainted with any instance in which the Trustees have exercised that part of their trust which requires them to keep the fabric in a state of good repair. A great mistake was made in the erection of many of these houses: they were built too small. A floor space of eight square feet per pupil was quite inadequate, seeing that out of that area had to be deducted the spaces for doors unwisely opening inwards; for the teacher's rostrum, an antiquated incumbrance; for a demonstration board, which was unsightly and almost useless; and for a free space round the fireplaces, so that schools built according to scale for the accommodation, say, of 75 pupils, were helplessly overcrowded when that number attended. A glaring defect in most of the schools is the condition of the out-offices. In the country the schools would be better off without them as they are kept—offensive alike both to health and to decency. The exteriors of the schoolhouses are too often remarkable for the absence of care and neatness, showing an untidiness just on a par with the outside of a country blacksmith's forge. Where this is the case, the inside is not much better. "A place for everything, and everything in its place," does not obtain. The old system of giving premiums for order and neatness did much good, and I would wish to see it revived. The wall tablets gratuitously furnished by the Board get rapidly discoloured by damp, which also destroy the mill-board on which they are mounted; it would be a great advantage to have these mounted on thin wooden boards and varnished so as to resist the damp; the expense would not be considerable, and the gain would be great in converting what is commonly an eye-sore into a suitable wall decoration.

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Reports on the State of Education.

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Mr. F. Eardley, Head Inspector. Londonderry.

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Subjects of Instruction.

Reading.

Of all the subjects of instruction Reading, the most important, is probably the worst taught. A stranger unacquainted with the subject-matter, listening to the reading lesson would be quite unable to readily follow what was read in the great bulk of the schools, and must carry away a very unfavourable impression of the teaching. One cause of this is that distinct articulation is not sufficiently attended to when the pupils are answering ordinary questions. Every oral lesson should be utilized as an exercise in distinct utterance, and more time given to the reading lesson itself. When explanation comes let each pupil be accustomed to answer in complete sentences uttered slowly, and no half answer or mumbling accepted. This practice would, I believe, gradually improve the utterance and lessen the indistinctness; it would be slow, but if persevered in from the second class up would be rewarded by success. The explanation itself is better in reality than it appears on the surface. A pupil may and does often understand what he reads, and yet from shyness or inability to hit on the right words, give a lame imperfect answer to a question on the subject matter. It is a great drawback that when children have laboriously learned to read, they have no means of turning their acquisition to account. They have no tales of travel, adventure, or of imagination, nothing to show the labour they have expended is to have any reward. The question of district libraries containing works suitable for children has been often mooted, but nothing has been done. It would be worthy of consideration, I think, to have the reading books from the first to the fourth inclusive printed in English and Irish on opposite pages for use of schools in Irish speaking localities.

Writing.

Writing continues to be carefully taught and the progress in the subject is for the most part satisfactory. From the great number of series on the Board's list, the teachers have a wide range from which to make their choice. This is not always judiciously done, as I sometimes find a single pupil presenting ten copy-books as his year's exercises no two of which belong to the same set. This however is an extreme case and always means bad teaching. The very youngest children are now encouraged to do something with a slate and pencil—particularly drawing on slates ruled in small squares. The examples to be copied consist of straight lines either vertical or horizontal.

Letter-writing.

Letter-writing leaves much to be desired even in the form. Whether the letter is to be written to a clergyman, an acquaintance, or a stranger, the scholars are apt to use the same invariable set of words at commencement and ending. Happily, "I now take up the pen hoping to find you in good health," as a formula has disappeared.

Arithmetic.

In *Arithmetic*, notation is not a strong point. A good deal of mischief arises from the general use of cards, so that when a sum is dictated the scholars are sometimes helpless from disuse of the proper technical terms. They find a difference by adding, a quotient by multiplying, and so on. In the third class, pence tables are generally neglected, while exercises in mental calculation are not sufficiently practised. In the higher classes, the placing of the decimal point appears, particularly in girls' schools, to be a mysterious operation, a good deal depending on chance.

Grammar and Geography.

In *Grammar* and *Geography* a strong effort is made to maintain the proficiency required by the programme. It is felt however that a good deal of the time spent in doing so might be more usefully employed in other school work, and that these subjects might be treated as optional subjects. In the former a knowledge of the rules of syntax as bearing on correct speaking and writing, with the analysis of sentences might

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Mr. F. Eardley, Head Inspector. Londonderry.

be accepted as sufficient for the senior class, and in the latter, a knowledge of the map of the World with the power of being able readily to consult an atlas, might be similarly regarded.

Agriculture

In *Agriculture* I have not observed any change calling for special remark; the scholars learn the prescribed portion of the subject by rote as is evidenced by their answering in the words of the book; even this knowledge must be useful, as they cannot fail to compare what they read with the operations they see every day carried on around them.

Needlework.

Needlework is attended to regularly, and the minimum proficiency required is, with very little exception, attained. In some schools, the little girls are taught to knit with four needles while still in the second class, and with much advantage. The industrial scheme never took well in this part of the country, and is only lingering in a few schools where it is lazily conducted, and of not much educational merit.

Singing and drawing.

In *Singing* and *Drawing* not much has been attempted. An intelligent teacher recently told me he endeavoured to introduce the former but the scholars regarded it as an *organized joke* and could not be induced to join in any of the exercises, but I suggested he should persevere with even only a few, and the others would in time fall in. I would wish to see drawing as general as writing, as I think it could be made.

Model Schools.

There are six model schools in this Circuit, consisting of eighteen departments. These schools continue to be well conducted. Mr. Moore, of Newtownstewart Model School, died in May last year, and was succeeded by Mr. Faulkiner, previously assistant in the Omagh Model School. Two of the model schools, Ballymoney and Omagh, were so overcrowded that the Commissioners after repeated representations on the subject gave the necessary orders for their enlargement, and the buildings in all are now suitable.

I remain, Gentlemen,
Your obedient servant,
F. Eardley,
Head Inspector.

The Secretaries, &c., &c.

Dr. Alexander, Head Inspector.

Dr. Alexander, Head Inspector, Cork.

Cork, 27th January, 1898.

Gentlemen.—In compliance with the instructions contained in your letter of 30th November last, I beg to forward the following General Report upon the Cork Circuit.

Roughly speaking, my Circuit includes the southern half of the Province of Munster. It contains very few large towns. The parents of the great majority of the children attending the schools are engaged in rural occupations.

School buildings.

Judging by the small number of notices of building grants I received during the past year very limited progress has been made in reducing the relatively large number of unsuitable schoolhouses still found in the Circuit. This is not to be attributed to lukewarmness on the part

Reports on the State of Education.
—
Dr. Alexander, Head Inspector.
Cork.
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of managers, or to any failure on their part to recognise their responsibilities in this respect. In all cases in which I have brought the need of improved school accommodation under their notice I found them quite willing to do their part in effecting improvements. The insufficiency of the funds at the disposal of the Commissioners for purposes of school building is, as is now pretty generally understood, the principal hindrance that blocks the way. Unless Parliament can be induced to increase the annual grant for the purpose many years must elapse before this serious defect in our educational machinery can be fully remedied. I wish to take this opportunity of drawing attention to the very general neglect, on the part of trustees, of the duties undertaken by them in connection with the keeping of the schoolhouses in proper repair. The matter is one that requires to be firmly dealt with. In cases in which neglect of the kind I have referred to is persistent, the grants should be suspended until proper repairs have been effected. On all future occasions trustees should be called on, before appointment, to give a definite guarantee that they will keep the schoolhouses in good repair.

Cleanliness, neatness, &c.

Teachers are required by the rules of the Board—

(1.) To promote, both by precept and example, cleanliness, neatness, and decency.

(2.) To satisfy themselves by personal inspection every morning that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and where necessary mended.

(3.) To have the school apartments swept and dusted every evening, and whitewashed at least once a year.

(4.) To take every care to promote the health and comfort of the pupils.

(5.) To impress upon the minds of their pupils the great rule of regularity and order—a time and place for everything, and everything in its proper time and place.

Rules as to cleanliness, order, &c., imperfectly observed.

I had to complain in my last Report that so far as my observation extended, these rules appeared to be very imperfectly observed. The experience gained during the past year does not enable me to qualify this statement—quite the contrary. Instances of culpable neglect of these important regulations have, too frequently, come under my notice. I visited the three schools in a large village, not long ago, at a quarter past ten in the morning. The weather was cold and wet. I found the teacher of the boys' school walking about doing nothing, while two boys were sweeping the floor and a third was endeavouring to light the fire. In the adjoining infants' school I found a few children huddled together in a cold cheerless room. The mistress explained that she had been obliged to go in search of materials for a fire, hence the delay in commencing business.

Comfort of pupils disregarded.

On a pouring wet morning in September last I visited the male and female schools in a certain locality at half-past nine, and found neither of the teachers in attendance. The boys had to remain without shelter till 10 o'clock, and the girls till 10.15 o'clock, at which hours, respectively, the principals of the two schools arrived.

Out-offices neglected.

In the case of another school the Inspector of the district had to draw attention in 1895 to the filthy condition of the offices, and his successor found it necessary to do the same in 1896. I visited the school towards the end of 1897 and found matters worse than ever in that respect.

Reports on the State of Education.

Dr. *Alexander*, *Head Inspector*, Cork.

Whitewashing and cleanliness of schoolrooms not attended to.

A few weeks ago I visited a school which was conducted in a fine vested house that had been erected only some *five* years previously. I was struck by the dingy appearance of the walls and learned, upon inquiry, that the schoolhouse had not been whitewashed even once since its erection. When I called the teacher's attention to the fact that the floors very badly needed washing, he said that there would be no use in having this done as the boards would be soon soiled again with mud from the boys' boots. I suggested that they ought to be trained to clean their feet before entering the school, and that an old sack could be utilised for the purpose. He said that "this would cost money." Yet this teacher has good professional standing and ranks among those who are considered successful. If such a man can neglect obvious duties like these, and not only do so but attempt to excuse his neglect, it is evident that the time has arrived for taking effective steps to quicken a sense of responsibility in all those who act likewise.

School plots.

Though the subject has been repeatedly referred to, by myself and others, I must again advert to the very general neglect of the teachers to keep the school plots (where they exist) neat, tidy, and free from weeds. On some of the low lying sites the children have, in wet weather, to walk through mud and puddle when going to the offices. Yet this could be easily remedied as the materials for making a firm, dry path are always ready to hand.

Order.

The great importance of observing the rule, "a time and place for everything," is by no means universally recognised. The book press is too often a model of *dis*arrangement. The copy books, for example, of different classes are too often mixed together, and the shelves are largely occupied by waste paper and rubbish that should have been cleared away. This necessarily leads to great confusion and loss of time. All needed requisites—pens, pencils, slates, &c.—should be kept so arranged that they could be immediately available when required.

Moral training should receive more attention.

In any reconstruction of our educational system that may be impending, great prominence should be given to the matters of which I am now speaking. They are of the essence of the moral education of the child in the larger sense of that term. A boy may be able to solve more difficult arithmetical problems and to parse "like a book," yet if he is untidy and unmethodical in his habits—and his training under present conditions too often tends very much in that direction—his chances of fighting the battle of life successfully are very much lessened. It is one of the gravest indictments of the Results system as administered in this country that it has focussed the attention of the teachers on the literary as distinct from the moral side of education. I am among those who think that though the Results system may be considered by many as a 'desperate remedy' it was needed at the time it was introduced, and that it did much to rouse the teachers from the apathy that then prevailed. Yet in truth it must be admitted that it was lopsided in the direction above indicated. The time is now ripe for a restoration of the balance.

School apparatus.

It is very desirable that a list of *necessary* school apparatus should be drawn up and published for the information of managers. After due notice, aid should not be continued to any school which remained unprovided with the required maps, charts, &c. This is not the place to deal exhaustively with the subject, but I venture to suggest that in drawing up such a list the ruling principle should be to require each school to be provided with such requisites as are needed for the intelligent and effective teaching of the ordinary and extra branches taken up. Among needed reforms I give this one a high place. It is an

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Reports on the State of Education.
—
Dr. Alexander, Head Inspector.
Cork.
—

important factor in determining the quality of the instruction in subjects which appeal to the thinking powers—whether it shall be intellectual or still largely mechanical.

Attendance.

Making due allowance for disturbing causes the attendance of the pupils is fairly regular throughout the Circuit. In many of the schools the average number of attendances for each child per year is, approximately, about 150. Another favourable feature too, is the high classification of the pupils, the Sixth Class being usually well represented.

Irregularity of attendance greatest in towns.

As might be expected it is in the towns chiefly that the children are found who attend very irregularly or not at all. This is especially true of the city of Cork. It is to be regretted that for reasons into which it is unnecessary to enter, a School Attendance Committee has not been constituted in Cork. If formed, there would be a fine field here for its exertions. Owing to the absence of compulsion the Act of 1892 has had, curiously enough, the opposite effect of that intended in the case of a section of the child population of this city. I refer to those young boys who are employed selling newspapers, running errands, &c. Apathetic and selfish parents are not compelled to give their children the benefit of attendance at day schools, and they are not eligible for admission to evening schools under the age of fourteen unless they have passed in Fourth Class in a day school. These children are, therefore, "between the upper and nether millstones," and suffer accordingly.

Monitors.

The position and prospects of monitors have been very adversely affected by the increase in the number of Training Colleges. Their chances of employment on the termination of their term of service are much less than they were some years ago, owing to the large number of trained teachers annually sent out by the colleges. Formerly the great majority of vacancies were filled by monitors but this practical monopoly exists no longer. Apart from the injustice to the young persons themselves it is a misuse of public money to spend it on the training of candidates for the office of teacher who have very limited chances of employment when their term of apprenticeship has been served. It has, therefore, become an urgent necessity to reduce very considerably the number of monitors employed in our schools. The literary instruction of the monitorial staff is, on the whole, well attended to, and the amount of extra instruction required by the Rules of the Board is usually given. Their professional training is less successfully carried on. I frequently notice grave defects in the methods of teaching followed by these young people. Their teachers do not, apparently, require them to carry strictly into practice the principles laid down in the manual of method studied by them.

School Libraries.

I take this opportunity of again adverting to the great importance of establishing school libraries. I know of only one case in which such a useful institution has been established, and it is much appreciated. The books are varied in subject and are in constant circulation.

Model schools.

There are only two Model Schools in the Circuit—those in Cork and Dunmanway. The former is doing excellent work, and is conducted in a most successful manner. The efficient working of the latter is hindered by causes which are in no way connected with the teachers.

Reading.

It is painful to listen to the *reading* in many of the schools. It is indistinct, monotonous, and utterly devoid of intelligence and expression. Good reading should possess the following characteristics:—(1) verbal accuracy; (2) distinctness of enunciation; (3) fluency; (4) proper emphasis and intonation. These are not extravagant requirements. Yet if they were all rigidly insisted on, the number of "passes" awarded in this subject would be seriously affected. Considering the supreme importance of this branch it is disappointing to find many teachers so little alive to their responsibility in regard to it. I was present at a good many so-called reading lessons (?) during the past year, and can recall few instances in which the teachers attempted more than the occasional correction of verbal inaccuracies. On many occasions the introduction of a little "simultaneous reading" would have been of advantage but it was never tried.

Explanation. The recent Circular of the Board regarding the inclusion of Explanation in the pass mark in Reading was issued none too soon. The evil against which it was directed was of long standing, and has already worked much injury. I have reason to believe that many of the teachers are now earnestly endeavouring to make up for past shortcomings in this respect, and I am hopeful that in time a substantial improvement will be effected. It must not be overlooked that the teacher's success will largely depend on the suitability of the reading books employed. The lessons should deal with subjects that are fairly capable of being brought within the comprehension of the pupils, by suitable explanation and expansion. Formal dissertations on the moral virtues are of little use for children. Stories illustrative of these virtues in actual practice are much more likely to influence them. Lessons, too, in which "fine writing" is aimed at are unsuitable. A boy of ten or eleven years of age, who reads the Fifth Book will find it hard to understand why Ireland "is not the legitimate abode of the refined sensualist of modern times," and the comparison of the Boyne—"serene and peaceful—" to a true philosopher will be quite beyond him.

Writing. The progress in *Writing* is not uniform throughout the different classes. Thanks largely to the excellent copybooks in use the pupils in the junior division usually exhibit very fair proficiency in this subject. As the senior pupils are too often allowed to write very carelessly in their school exercise books they do not, as generally as is desirable, acquire a "neat, legible hand."

Letter-writing. The attempts made by the pupils at Letter-writing leave much to be desired. In looking over the books of the pupils I find, as a rule, that the letters written by them receive less attention from the teacher—so far as effective correction is concerned—than any other exercise. In some cases it seems to me that when teachers have suggested a subject for the pupils to write about they consider they have no further duty to discharge in connection with the matter.

Spelling. The junior classes are usually able to spell orally the selected words at the head of the reading lessons—but they often exhibit weakness in phrase spelling. In good schools the senior pupils usually acquit themselves with credit in this subject; but in those of a different character less satisfactory results are achieved—mainly owing to the neglect of dictation. I venture to submit that the test in oral spelling prescribed for junior classes in the "Instructions to Inspectors" issued some time ago, is too easy. I trust a higher standard will soon be adopted.

Arithmetic. *Arithmetic* continues to receive a greater share of attention than any other subject. Usually an hour per day is devoted to it. Measured by the number of "passes" the instruction is, on the whole, successful. In estimating the educational worth of the results accomplished, however, the character of the tests applied in accordance with the school programme must be borne in mind. When that factor is taken into account there is less ground for congratulation than might at first sight appear to be the case. I have not space to do more than touch briefly on this subject.

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Reports on the State of Education.

Dr. Alexander, Head Inspector.

Cork.

Intelligence of pupils not sufficiently cultivated.

The exercises worked by the junior classes are rarely or never given a concrete application, and the thinking powers of the pupils are hardly ever appealed to. It follows, of course, that the children are quite unable to interpret the results they obtain, and that if an exercise in any of the simple rules were given to them in the form of a problem, it would work disaster no matter how easy its character. Until the requirements of the present programme are radically altered, Inspectors can do nothing to bring about a better state of things. It is another serious blot upon our programme that it permits the awarding of "passes" to pupils who may be very imperfectly acquainted with Notation and Numeration.

Instruction in Reduction of Weights and Measures should be based, in its initial stages at least, upon suitable preliminary "object lessons." From an educational point of view it is greatly to be regretted that, so far as my experience goes, nothing of the kind is attempted at present. The teacher relies solely on the "Table Book" and the memory of the pupils. Unsoundness appears, too, in other directions, owing to the fact that a proper foundation is not laid. Many pupils who can, for example, take $\frac{2}{3}$ from $\frac{7}{8}$ when the example is formally given as an exercise in Subtraction of Fractions, are quite unable to find out which of them is the greater, and by how much, if the question is cast in the latter form. I find that blackboard demonstration in connection with arithmetical instruction is very much neglected in many of our schools. It is obviously necessary to teach the rationale of the Rules so far, at least, as a knowledge of it is essential to correctness in the method of working.

Grammar.

As *Grammar*, or Parsing, is taught at present the time spent on it is, for all practical purposes, wasted. I cannot say that the subject is neglected; it usually gets a reasonable share of attention. Apparently, however, few teachers have grasped the main principles upon which instruction in the subject should be based. I have often heard parsing lessons in the schools, and cannot remember a single instance in which there was any preliminary analysis of the sentence chosen for parsing. The words were taken just as they stood, and the half hour was spent at a dreary sing-song of "*of*, a preposition, *the*, the definite article, *man*, a common noun, third person, singular, and objective governed by the preposition of," &c., &c., no pause being made to test how much of this was mere parrot work. In the hands of a skilful teacher parsing, when based on analysis, can be made a useful instrument for intellectual training—its chief, if not only value—but this object can be equally well attained by means of other subjects of the school course.

Geography.

The want of proper apparatus, the unsuitability of the text-books in use, consisting for the most part, as they do, of strings of names, and an unsatisfactory programme, all combine to hinder sound progress in *Geography*. Under existing conditions the results achieved in this branch can only be of small permanent value. The children commit to memory the lists of towns, rivers, capes, &c., given in the text-book, and then identify the positions of these on the map. Nothing more is attempted. This represents the usual highwater mark of effort. Even the merely mechanical exercise of pointing is not always correctly done. The *name* of the place is pointed to instead of the place itself. The pointer should be drawn round a country, along a river or coastline, and laid precisely on a cape or town. I am of opinion that Geography should be taught by the analytic rather than the synthetic method.

Book-keeping.

Pupils are occasionally presented for examination in *Book-keeping*. The subject is taught with a fair degree of success, but neatness is not always a characteristic of the exercises exhibited.

Reports on the State of Education.

Dr. Alexander, Head Inspector.

Cork.

Agriculture.

A good deal of time is devoted to the study of the text-book on *Agriculture*, and influenced, doubtless in some measure, at least, by the high fee paid for the subject, the teachers work hard to secure "passes" in it. This branch is still taught by means of a book, exclusively, in the ordinary National schools, and the instruction in the subject is not, in any way, based upon practical demonstrations. Adults who have already actual experience of farming operations may read such a book with profit, but this is not the right method to adopt with children. No other practical subject in the School Programme is taught on this principle.

Needlework.

The female pupils usually display very fair proficiency in *Sewing* and *Knitting*, but it is to be regretted that they cannot turn the former to more practical account, in many cases owing to their practical ignorance of *Cutting-out*. I trust the Directress of Needlework will soon see her way to take some practical step to have systematic instruction given in the last named branch. Until some guidance is afforded to the female teachers in this matter by a skilled expert, little progress can be made.

Drawing; vocal music.

Drawing and *Vocal Music* are taught in only a limited number of schools. The latter is usually well taught, but I cannot speak in high terms of the progress made in the former. The dawn of a better era, however, is at hand. The teachers are beginning to use, very generally, excellent Drawing Charts that have been put on the market in recent years.

Extra subjects.

Extra subjects appear to be taught in a smaller number of rural schools than formerly. It is only in the larger town schools that the course of instruction extends beyond the ordinary curriculum to any considerable extent. The subjects taken up in boys' schools are Algebra, Geometry, and Physical Geography; and in girls' schools Domestic Economy (theoretical), Practical Cookery, and Sewing Machine (with Dressmaking).

The introduction of a suitable syllabus, and the continuance of instruction for a second year, would make the course in Practical Cookery much more beneficial to the pupils. In this connection I may mention that, in accordance with arrangements made by the Board, a special teacher of Cookery conducted classes during the past year in a number of National schools in Cork. Her lectures were much appreciated.

Teachers.

The teachers are, as a body, energetic and painstaking in the discharge of their very onerous duties, and give faithful service to the State. Taken collectively, they lay themselves open to serious criticism in one direction only—I allude to their neglect of professional study. This must re-act injuriously on their efficiency as teachers. The need for conference and study has been so much felt by the American teachers that in many of the States they have formed "Reading Circles" for the purpose of promoting by mutual support and sympathy the special reading of the members. I extract from a recent educational work the following account of the way in which these "Reading Circles" are carried on:—

> "Each year carefully selected books are chosen, having a more or less bearing on the teacher's work, and every member procures copies, and promises to carefully read them in the course of the year. Authorities on the subjects dealt with in the books prepare and issue, from time to time, to all members, general directions, suggestive hints, critical notes, and so forth, which will the better enable them to fully benefit by their reading. At the close of the year questions are sent out, by which readers may test themselves on the result of their reading."

Reports on the State of Education.
—
Dr. Alexander, Head Inspector.
Cork.
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Speaking of the benefit derived from the "Reading Circles," an American State Superintendent bears the following emphatic testimony to their value :—

> "They have opened new fields for thought and investigation, stimulated professional zeal, and made the work of the schoolroom less irksome to the teacher and more profitable to the pupil."

Defects.

In concluding this report I beg to draw attention to certain defects in our educational system, the existence of which tends to limit very considerably the usefulness of the schools :—

1. There is an almost total absence of *inspection* as distinct from examination. This is inevitable under existing arrangements, as the greater portion of an Inspector's time is taken up with Results Examinations.

2. The proficiency and progress of a considerable number of the children attending our schools —those not qualified by attendance for presentation at the Results Examination —are never tested.

3. The present system of individual payments operates as a bar to the special advancement of the more intelligent pupils.

4. The School Programme is not suitable. The differing circumstances of town and rural schools are not recognised in its provisions. Its keynote, too, appears to be "surface, not depth."

5. As many as nine separate class programmes are required to be taught. When there is only one teacher in a school it is extremely difficult for him, under the circumstances, to carry on the work of instruction in an efficient manner. Simplification in classification is much needed.

6. Success in carrying on the moral and general training of the pupils is not sufficiently recognised.

A full discussion of these points cannot be entered upon here. I must, therefore, content myself with making one or two suggestions.

Combined system of examination and inspection.

A combined system of examination and inspection—such as, I believe, exists in Scotland—should be adopted. To find time for the latter, examination by "sample" must be substituted for individual examination. This can be done quite safely if due care is taken to make the inspection a reality. If such a modification of the present system were carried into effect, all the children on rolls on any particular date could be examined, and the perfect freedom in the matter of the classification of his pupils, which every teacher would then possess, would enable him to facilitate the progress of the more intelligent children.

I am, gentlemen,
Your obedient servant,
T. J. Alexander,
Head Inspector.

The Secretaries, &c., &c.

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Reports on the State of Education.

Dr. J. Moran, Head Inspector.

Dr. J. Moran, Head Inspector.

Belfast.

Belfast, 24th January, 1898.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, the following General Report on the Belfast Circuit, of which I have been in charge since 1st November, 1896.

The Circuit

The Circuit comprises eleven districts extending over the greater portions of Antrim, Down, Cavan, Armagh, and Monaghan, together with small portions of Meath and Tyrone. The number of schools at present in operation is 1,662. Of these seven are Model schools—comprising in all twenty separate departments.

Model schools.

The Model schools in this Circuit are well conducted by a highly classed and efficient staff of teachers. With very few exceptions the answering was highly satisfactory. The Model school at Carrickfergus, in my own charge, is an excellent institution, especially the boys' and girls' departments. These schools were never before in so flourishing a condition. Several pupils come long distances by rail from Larne and other places to avail themselves of the excellent education they receive in these fine schools. In the girls' school cookery has been successfully introduced; and in the boys' school, in addition to the ordinary extra branches, we have now French, Latin, and Inorganic Chemistry. I had a share in the examination of all the Model schools with the exception of Monaghan and Ballymena. At the time of the examination of these schools I was engaged at special work in the Education Office. The Model schools at Bailieboro' were examined solely by myself.

Head Inspector's own district

I have in my own charge a small district of forty-three schools, the greater number of which are in Belfast. Many of these are very large schools, in each of which several assistants are employed. The large amount of time spent in examining 5,000 pupils, correspondence with managers and teachers, and the subsequent correspondence with the Education Office leaves but a moderate amount of time available for the proper functions of a Head Inspector. When from this is deducted the amount of time spent at special work at the Education Office, the remainder is very inadequate for a proper supervision of a large Circuit extending over eleven districts.

Convent schools.

Owing to this excessive pressure I have had few opportunities of visiting the Convent schools—which now form so important an item in our educational machinery. I have learned however from the District Inspectors that in the Convent schools honest and faithful work is performed.

Ordinary schools.

The ordinary National schools may be classed under several categories—from excellent to very bad. I regret to say that in my experience the number of good schools is not increasing; and that the number of bad schools is not sensibly diminishing. There are various causes. The first of course is the individuality of the teacher; but the position in which he has been placed by the Results system is the main factor. There can be no doubt that the Results system was a good one for a few years. It has had, like all other systems, its periods of growth, maturity and decay: it gave a great impetus to work; but the natural anxiety of the teacher to obtain the largest amount of income possible has induced him to neglect in many ways the educational interests of the pupils committed to his care. When, a few years ago, the fee for agriculture was raised, the teaching of this subject was largely intro-

Reports on the State of Education.

Dr. J. Moran, Head Inspector. Belfast.

duced in Belfast—to pupils who had never seen a plough, a field of oats, or a field of turnips—whose sole occupation for life was the manufacture of linen. I merely give this as an illustration of the manner in which the teacher selects his extra and optional subjects. The question for him is not what will be useful to the pupils in the struggle for existence, but what subject will bring in most money with the least possible amount of labour.

Evils of the Results system.

One of the great evils of the Results system is undue promotion of the pupils. In Belfast and the other large towns in this Circuit, the pupils are promoted whether they are fit or not for promotion. Should the teacher not promote them his neighbour will do so. This is one of the evils of competition in school-keeping. It is not unusual to find a very bad class the pupils of which had been pushed on from class to class until they had arrived at a stage altogether beyond their capacity. A few intelligent children usually accompany them.

All pupils should be inspected.

I am strongly of opinion that all the pupils should avail of the benefits of inspection, and that the entire work of the school should come before the Inspector on the day of examination. It is no doubt in some cases owing to the neglect of parents and pupils that several of the latter do not qualify by attendance for examination; but in several cases no blame can be attached to either. Absence may have been due to illness, earning a livelihood for part of the year, or removal from one locality to another. The parents are, as a rule, very much dissatisfied when their children have not been examined by the Inspector.

Over-pressure on Inspectors.

One of the many evils of the Results system is the excessive pressure on the Inspectors. Indeed they can neither inspect nor educate. All their time is spent in examining; and of inspection proper there can be very little.

The pressure here in Belfast is enormous. I have had up to the present in the districts in my charge the aid of an unattached Inspector and two Inspectors' Assistants. Even with this large amount of help I have had occasionally to "lend a hand" myself to gentlemen very much overworked A thirdInspectors' Assistant has now been placed at my disposal; but so great is the increase of schools and school-going population in Belfast that this liberal allowance may soon prove inadequate. It must be borne in mind that I have to provide not only for Belfast but occasionally for the other districts of the Circuit.

Reading.

In Belfast the pupils, as a rule, read with ease and intelligence; but in several rural schools I have found the reading slow, hesitating, and indistinct. Explanation of words and phrases is much better in some of the schools since it has been included in the pass mark. Repetition of poetry is still hurried and inaccurate.

Spelling.

The introduction of phrase-spelling as an element of the pass in First and Second Classes will prove most beneficial in the future. It has hitherto produced little effect, as several of the teachers either profess ignorance of the change in the programme, or ignore it in expectation of securing a No. 2 pass in any case.

Writing.

Writing receives a fair amount of attention. The failures are few, but I regret to say that the No. 2 passes far exceed the satisfactory or No. 1 passes. Letter-writing in Fifth and Sixth Classes has improved considerably within the last few years.

Arithmetic.

This important subject receives a large amount of attention; but the methods pursued in teaching it are objectionable. There is too little of class teaching on the floor, and the black-board is seldom used. The principles of arithmetic are not explained, with the result that the teaching is merely mechanical. Certain types of questions are set before

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the pupils in cards as similar as possible to those used by the Inspector on the day of examination. These cards are worked by the pupils during the year, both at home and in the schoolroom. Under such a system the knowledge of arithmetic is practically worthless. These types of questions will be forgotten soon after the pupil leaves school. If he gets an exercise in arithmetic not conformable to the types to which he has been accustomed failure is the result. When one enters a school he sees these cards lying about the desks in ample profusion. This is another of the evils of the Results system. If the Inspector were at liberty to give on slate or paper questions calculated to test a solid knowledge of arithmetic, and if he were at liberty to examine on the reasons of the various processes, we should soon have this important branch of commercial education taught in the proper manner. The Inspector examines by cards, and the pupils are taught from cards; and by constant practice the pupil in most cases can manipulate questions similar to those on the cards he has been working all the year round.

Grammar and Geography. Grammar and geography are in general the weakest subjects in the schools. This is owing partly to the fact that these subjects carry small fees, and partly to unskilful methods on the part of the teacher. The teaching of geography has degenerated into repeating strings of names, learned perhaps at home by the pupils, or to mere pointing out of places on the map.

Needlework. Needlework receives a fair amount of attention, especially where workmistresses are employed.

Agriculture Agriculture is fairly taught—so far as a rote knowledge of the text book implies teaching; but it is strange to find how imperfectly pupils understand what they learn.

School-gardens. I am strongly of opinion that in all applications for building grants in rural districts a plot of land for a school garden should form an essential condition.

School-houses. I have little to add to the few remarks on schoolhouses in my report for last year. Several are altogether unsuitable, and some have no out-offices attached. I regret to find that some of the Inspectors recommend, in special cases, a grant to a school conducted in an unsuitable house. Of course, we are told, this is only a temporary arrangement. A new school is to be built forthwith, or as soon as funds are available, but so soon as the grant is obtained no further steps are taken.

Monitors. The monitors are fairly instructed in this Circuit. So great is the desire to obtain these appointments, that the selection has in several instances produced a large amount of friction and local irritation It is extremely desirable to curtail the number of appointments in future. A large proportion of these young people leave without a situation; and in the case of girls, especially, they are sometimes unfitted for occupation of any other kind.

I have the honour to be, Gentlemen,

Your obedient servant,

JOHN MORAN, Head Inspector.

The Secretaries.

Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector, Londonderry.

Mr. W. J. Browne, M.A., District Inspector.

Londonderry, 29th January, 1898.

Gentlemen,—I beg to submit, for the information of the Commissioners, the following General Report for the year 1897 on the state of National education in District 2, of which I have been in charge since October, 1895.

The district. The district includes the city of Londonderry, and portions of the counties of Donegal, Derry and Tyrone. The schools in operation are 160 in number, 24 being in the city and 136 in the country. The schools are on the whole very suitably distributed, and their number is quite sufficient for the population.

School buildings. The schoolhouses are in general good substantial buildings, and steady progress is being made in improving them and building new ones. There is no schoolhouse with clay floor or thatched roof, and only one without offices. Some of the older houses, which are low and badly lighted, I hope to see gradually improved. The schoolrooms are usually fairly well heated, by peat or coal fires in open grates, by stoves, or, in a few schools, by hot air or water pipes. In a few schools the ventilation is imperfect from structural defects, or from the windows being all on one side of the room; but occasionally there is too much ventilation, and the pupils are exposed to draughts from open doors or windows or broken panes. In many instances the out offices are damp and badly ventilated, with earthen floors; but in the majority they are fairly suitable, and in most of the city schools and many others they are all that could be desired.

Managers. The Managers are 75 in number, of whom 61 are clerical and 16 lay. Nearly all take a lively interest in their schools, and visit them from time to time; and many attend during the whole or part of the Results' examination.

Teachers. Of the teachers, there are 96 male and 56 female principals; 17 male and 33 female assistants; 109 are trained and 93 untrained; and in classification 42 are First Class, 100 Second Class, and 60 Third Class. Eight schools, most of them large and important, are conducted by Sisters of Mercy, and there are 21 workmistresses. Many of the teachers are earnest, skilful, and successful. In the city and town schools, and in many schools in country districts the systems pursued and the work done are of a high character; and all the convent schools are admirably conducted. A few teachers are retained on sufferance, whose loss, when they retire on pension, or otherwise, will probably be more than compensated by the appointment of trained successors. As a body the teachers bear a high character, and in general command the respect and esteem of the managers and parents.

Monitors. The number of monitors in the district is 106, and still applications are being made for more. They are fairly instructed in the subjects of their programme, but their teaching is rarely deserving of commendation. The Programme for monitors calls for simplification and reduction, the time necessary for their examination being usually much more than can be spared at a Results' examination. I think the courses for males and females should be identical, and should embrace fewer subjects.

School attendance. The average attendance at all the schools during the year was 9,186, an average of 57 for each school; and the number examined was 9,963, an average of 63 per school. There are 25 schools with over 100 examined and 24 under 30.

Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector. Londonderry.

Discipline and order.

Discipline and order vary much, but are in general well maintained, and no instances of cruelty or severity have come under my observation. In a considerable number of schools, however, the children are noisy and talkative, while the teacher thinks they are very orderly; and occasionally imperfect discipline has its outcome in the indistinct mumbling of the pupils in reading and speaking. The Time Tables are usually arranged according to divisions, and fairly well worked; but sometimes the changes are badly made, with noise, confusion, and waste of time.

Effect of the Irish Education Act of 1892.

The mere abolition of school-fees by the Education Act of 1892 did not apparently produce any appreciable effect on the attendance; and most of the teachers whom I have consulted on the subject state that if anything the pupils have attended more irregularly since the Measure was passed. The pupils likely to be affected by the necessity of paying fees were always admitted free in every school, and many schools were already practically free to all. As mere general statements, however, require to be tested by statistics, I have tabulated the averages of about one-fourth of the schools outside the city, and find that the attendances in these schools, which are representative and well scattered over the district, amounting in 1891 to 1,632, were in 1897 only 1,696, showing a very slight change, about 4 per cent.; but as the population had probably diminished in the meantime, the proportional increase may have been somewhat greater.

Compulsory clauses of the Act.

In the city of Derry, the only place affected by the compulsory clauses of the Act, the Attendance Committee has considerately but firmly carried out the law, but it is not easy to estimate with accuracy the effects of their action. There has been a steady increase in the number in attendance at nearly all the city schools; but concurrently with the operation of the Act, an increase of population has taken place by immigration from the country, which has added considerably to the number of school-going children. The abolition of school fees has indirectly affected the attendance by withdrawing from some schools outside our system—where payment is retained—many pupils who preferred to be free, while some also left from having new schools built nearer their homes. This withdrawal probably accounts for 200. From all these causes combined the average attendance in the portions of the city belonging to this district, which in 1891 was 2,118, had risen in 1897 to 3,345—a notable increase.

Exceptional causes affecting the attendance.

During the earlier months of the year some schools suffered from scarlatina, influenza, and other epidemics; but on the whole the year was favourable, the weather was at no time very severe, and the winter has, for so far, been exceptionally mild. In several parts of the district many of the females are employed in shirt-making, the industry for which Derry is famous; and the girls are often removed and kept from school at a very early age to assist in this work, their earnings contributing to the comfort of the home. While the remunerative employment is a pleasing social feature, it has the effect of limiting the education of the girls, and also probably of rendering them, when grown up, incapable of good housekeeping or cookery. In many places also the boys are hired out very early, and attend school for only a few months in the winter.

Can all pupils be subjected to an Examination test?

While at first sight it would seem desirable and fair to secure examination of all the pupils attending at any time during the year, a closer inquiry may considerably modify this view. For, if all were admitted to examination, it would manifestly be unfair to examine those who had made fewer than 100 attendances in the full programme; therefore either a pass would require to be awarded to them on a lower

Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector. Londonderry.

answering, or else the number of subjects for them should be limited. The former course being evidently impracticable, they would probably be confined to two or three subjects. When in course of time it became clear that certain pupils could not be presented in the whole course, the teacher's special efforts with those pupils would be concentrated on their pass subjects; and thus the organisation of the school would be upset, the number of classes increased, and the object of the concession defeated. At present these pupils share while they attend in all the teaching of their classes, because that is the least troublesome course, and thus acquire some knowledge in a natural way, which would not be the case under the supposed arrangement. Besides, teachers find it difficult to induce some pupils to make the required 100 attendances, and this course would weaken their influence with parents and pupils, and place a premium on irregularity.

Yes—with cumulative attendances.

But while I consider that the minimum of 100 attendances should continue a *pre-requisite* for examination, I would strongly recommend that these attendances be made cumulative; and that every pupil who has made 100 attendances *since his last examination*—whether in one, two, or more years—be eligible for examination in the full programme for the class in which he is enrolled. This course would bring all pupils under examination sooner or later, improve the attendance, lead to home work in the time of non-attendance, give the teacher a continuous interest in all the pupils, and secure him some reward for his attention in these cases.

Special advancement of exceptional pupils.

The question of encouragement for specially clever, industrious, or regular pupils, affects a very small number. Probably we may suppose that of every ten pupils one is exceptionally clever, one unusually dull, the remaining eight approaching closely to an average ability.

Now, the system of Results Examination does not suppose all children equal, or try, as is so often said, to fit all to a Procrustean bed. It has laid down a reasonable minimum amount of knowledge for average children, that is, for eight out of ten; but has never prescribed a maximum, though it must be admitted that many teachers act as if they were afraid of teaching too much. It has made provision for the very slow pupil, who cannot master even that minimum in the usual time, by allowing him to be retained and examined two years or even three in the same course. It provides, also, outside the common compulsory subjects, ample room and verge enough for choice, in a more extended range of Optional and Extra subjects, to suit the taste of every teacher, and the capacity of the most brilliant pupil.

Still, no sufficient provision in the ordinary subjects is made for the occasional clever pupil, who can outstrip all the others. He may, indeed, be passed through two classes in one year: but this process is not encouraged by any monetary inducement to the teacher. For such cases I think provision might be made, which would secure more rapid progress for the pupil, and some reward to the teacher for his extra services. When a pupil answers so brilliantly at a Results examination as to justify exceptional treatment, the teacher might, under certain restrictions, be allowed to make a second promotion at the end of six months: and on the next examination receive payment of full fees for the higher class, and half fees for the lower. Such double promotions should not begin too early, and no child should be started on too high a level. The autobiography of John Stuart Mill shows how much a child can accomplish under a skilled and careful teacher—but in ordinary cases it is unwise, with the prevalent modes of teaching, to allow young children to go too fast or work too hard: hence I think no child under seven years of age should be examined in our First Class.

Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector.

Londonderry.

Condition of education.

The condition of education in this district is probably above the average, and the prospects of improvement appear to me unusually good. Many defects, however, yet remain, to some of which I shall now briefly refer, suggesting remedies whenever any present themselves to my mind.

The object of education.

The object of education may perhaps be described as the just and orderly development of all the faculties and powers of mind and body, fitting the individual to do something useful for his own livelihood, to enjoy the pleasures and discharge the duties of private life, and to take an intelligent part in the general work of the community. And every part of school work should be so planned as to assist in this development; not to do things for the pupil, but to enable him to do them for himself. In estimating the usefulness of a school subject, therefore, we may reasonably apply the two tests:—Does it train the mind, and will it be useful in practical after life?

Reading.

Having for many years deprecated the continued exclusive use of unsuitable reading books, and deplored the unintelligent character of the reading in our schools, I may express my great pleasure at the recent changes made by the Commissioners, in allowing the use of other lesson books, and requiring that children shall read with intelligence, and be able to explain what they read. It may fairly be expected that from this reform alone the teaching of reading will in future be easy, pleasant, and successful; and unless I greatly mistake, the habit of seeking the meaning of what is read will tell favourably on the whole intellectual work of the pupil, and make his progress in other parts of the school course more certain and more rapid. In fact I consider the change to be the turning point in our system of education. But it is not desirable that the books adopted should be too full of stories and poetry to the exclusion of sound and systematised knowledge, and every class should use a second reading book, with continuous matter on geography, history, science, poetry, or fiction; for the reading of detached and unconnected lessons will never train the mind to study and appreciate *a book.*

Poetry.

I think the committal to memory of poems might very well be omitted from the programme, since it serves no useful purpose, and simply fosters the great vice of learning by rote. The poems are not understood, those learned one year are dropped out of memory the next, and the time spent in learning them is thus almost entirely wasted.

Rote work.

The lists of words with meanings have also conduced to the same end. The "meanings" are learned by rote, without any knowledge of *the meaning.* Only by the tendency to move along the line of least resistance can I explain to myself the continued prevalence of rote work in schools. It is *easier* to set pupils to learn "meanings" by rote than to train them to find out the sense; *easier* to tell them to get off a list of capes or mountains than to prepare and teach a useful lesson in physical geography; hence in many schools the error prevails in all subjects, with meagre results; and after many an examination it might truthfully be said,

> "For though they wrote it all by rote,
> They did not write it right."

The system has been often condemned. Archbishop Whately, a great teacher as well as a great logician, never allowed his pupils to get anything by rote. One of Ratisch's maxims in education was "never learn anything by heart." Montaigne says "Savoir par cœur n'est pas savoir."

Reports on the State of Education.

And the same advice was given long ago, in his Report of 1850, by Mr. W. M'Creedy, an able educationist in our own service :—

Mr. W. J. Browne, M.A., District Inspector.

Londonderry.

"I may here mention that in a large number of schools the old and absurd system is persevered in of teaching the *meanings* of words in connection with the *spelling*, in which the sense is unsettled and arbitrary, rather than with the *reading exercise*, or more properly with the examination and analysis of the text of the reading exercise, when only can the words of the lesson have their meaning properly determined by their application in the sentences where they are found."

Spelling.

Spelling is not improving much, but there is some progress. In First and Second Classes I always give six words to be written on slates. This is done clumsily at first, but soon improves, and in nearly all the schools it is now done readily and well. Of course all who fail in writing the words are tested orally for a pass afterwards.

For the senior classes I think the standard should be slightly raised, by omitting words of fewer than four letters in reckoning the number of words in the passage, unless when they might be confounded with words of similar sound.

Penmanship.

I cannot say that the *writing* is generally good. There is little uniformity, in size or style, even in the same school. This is partly due, perhaps, to the multiplicity of sets of copy books in use, but chiefly to the want of teaching and blackboard illustrations. Figures are often badly formed, and still sometimes quite too small, though in most schools it is now borne in mind that figures are *printed* the height of the long letters, and should therefore be *written* much larger than short letters.

Written Exercises.

There is quite too much writing, or rather scribbling, done at home and on exercise books at school. The exercises are too long and too purposeless, the pages are filled to the very edges, without neatness, taste, or care, and the books used are of very unsatisfactory character. Home exercises are often useless and deceptive; many children have no proper facilities for writing at home; and the work is frequently done or prompted by other members of the family, and therefore cannot be depended on as showing what the pupils themselves can do, which can be discovered only by a test applied under conditions allowing of no help. The last day of each month might usefully be devoted to a review and examination of the work done since the beginning of the year; and part of the written work so done, after examination and correction, should be taken home for inspection by the parents, who will thus be interested in the school work.

Letter-writing.

Letter-writing is rarely well done. The most glaring mistakes are allowed to go unnoticed and uncorrected, and there is seldom evidence that the pupils have been taught to treat a subject in a natural or logical order. Teachers should themselves write letters as models for their pupils, and in the examination the composition of the pupils should chiefly determine the mark, bad writing being, however, fatal.

Arithmetic.

Of *arithmetic* I have little to say, and nothing new. The text-books in use are too lavish in exercises, and too parsimonious of definitions, explanations and reasons. In the junior classes I can, to a certain extent, secure thorough teaching. By making every pupil (at first) in First, Second, and sometimes Third Class work a question aloud, I get an opportunity of detecting bad methods, suggesting better, and encouraging rapid work. In the higher classes short and neat methods are generally unknown, too many figures are employed, and mental arithmetic is little practised.

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Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector. Londonderry.

Grammar.

English Grammar is not well taught generally, and sometimes the parsing appears mere guess-work. This is one effect of the neglect of explanation, and will disappear in proportion as the meaning and structure of sentences are explained. In Third Class the pupils generally know the noun, verb, adjective, and pronoun, and the reasons for calling them so—a small beginning, but not to be despised, as it involves *thinking*, and breaks the monotony of the otherwise meagre programme. Many of the mistakes occurring in the other classes arise from defects or errors in the text-books used, from which it is impossible to learn the cases of nouns, and difficult to gather the tenses of verbs; and which classify as pronouns words that are really adjectives by their own definitions. But every teacher should have good books on the subject, which would enable him to preserve his pupils from such mistakes.

Educational importance of Grammar.

To me the idea of abolishing grammar, or of making it an optional subject, seems very strange. Both as an intellectual training and as a matter of practical importance, it must always hold a place in education. It trains the mind in thinking, in perceiving agreements and differences, explains our mother tongue, and guides us to use it aright. English being but slightly inflectional, but expressing the sense of the inflections in a simpler and more definite way, our grammar is all the more valuable as a mental gymnasium.

We do not teach too much grammar, but too little, and we teach it badly. If we give suitable books, showing how to teach the subject effectively, encourage teachers in right methods, and insist on the books being really studied and known, the results will not be disappointing. The prevalent errors should be noted and suppressed, such as the use of *is* with a plural subject, and of such expressions as "I seen him do it," "If he had went home." In written work contractions should be entirely disused, and every word written in full; in this way alone can correct spelling, and therefore correct knowledge, of grammatical terms be secured.

Geography.

The first lesson on *Geography* given by any intelligent teacher who wants his pupils to understand things will be on the measuring and mapping of the schoolroom, the grounds, the city, town, or neighbourhood; then the county, the country, and so on, till the map of the world and the globe are reached; and these should be the real starting points for full and detailed knowledge. But they should be more than the starting-points; every year they should become more familiar to the pupil, and should recall and embody the results of all the lessons on physical and political geography subsequently given. Mathematical and physical geography should form a large part of the programme, and here, as elsewhere, mere learning by rote should be abandoned.

Agriculture

I venture to suggest that there are strong reasons, now that we are beginning on a somewhat new system, why it should be seriously considered what place the subject of *Agriculture* should hold on our programme. It is stated freely that the subject is badly taught, that the knowledge acquired is mere rote work, and worse than useless; that it has done more harm than good; and that even if our book on the subject were perfect and thoroughly taught, such teaching would, from the very nature of the subject, be useless, without a practical demonstration. These statements are made by many of the Inspectors, whose daily business it is to work the educational system, who have no personal ends to serve, and whose judgment is warped by no sinister motive. Of thirty-nine gentlemen whose reports are published in the Blue Book for 1895, I find that two give a hesitating support to the teaching of agriculture in schools, fifteen omit all reference to it, and

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Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector. Londonderry.

twenty-two are more or less strongly opposed to it; and we look in vain for any reply to counteract these opinions—after an experience of nearly thirty years of teaching the subject.

Its place in the programme.

It was added on to our school course with the laudable motive of reviving and improving Irish farming, but does not appear to have produced much effect in that direction. It is not, I think, placed in the position of a compulsory subject in any other system of popular education; and the "Recess Committee," in their valuable Report, do not mention such teaching in any of the countries put forward as models for Ireland's imitation.

Few will say that agriculture taught from a book promises much in the direction of mental training. As taught to grown young men in an agricultural college like the Albert Institution it is of great practical value; on some school-farms, and occasionally on a school garden, instruction of great and permanent value is imparted: but in our schools, without any practical work being seen or done, without observation even of the common farm work around the school, it is worse than useless—it is injurious; for the habit of seeming to learn the subject without understanding it, infects the whole school-work, and spreads its baneful influence over other studies.

Who will benefit by the teaching of Agriculture?

Even supposing it were skillfully and practically taught, how many of the pupils now learning it would derive any advantage from it in after life? *Girls* may at once be excluded; for except a few hints in gardening, dairy work, and management of poultry, there is nothing of much interest or use to a girl, even if she become a farmer's wife, or have to look after a farm of her own, and some parts of the subject are of at least doubtful propriety for the instruction of girls' or mixed classes. *Boys in cities and towns* should not have the subject imposed on them. *Sons of labourers* may almost be left out, since if they become labourers themselves, they will have very little to say to the rotation of crops or the improvement of the breeds of horses. There remain *the farmers' sons,* who are supposed peculiarly to benefit by the study. But it should be remembered that few sons now take to their father's occupation. A farmer with several sons very rarely makes them all farmers; as they grow up, they are sent to business, bank, or college; and probably the only one remaining to take his father's place is the youngest, who learns his agriculture by practical work at home, and by observation elsewhere, though he may also derive some benefit from the book.

I venture to say, then, that there is no class, and, with rare exceptions, no individual connected with our schools as manager, parent, or pupil, anxious to retain the teaching of agriculture. The subject has a factitious importance in the eyes of teachers since the fee for teaching agriculture is in every class equal to the combined fees for two other subjects, and in one class to the fees for three other subjects; yet teachers also would willingly omit it, provided that course involved no loss. Probably a large number of teachers do not possess any practical knowledge of the subject, and feel it irksome to try to teach a subject they do not know. By making the farmers more intelligent generally—more ready to observe, to read, and to make trial of new ideas, we shall produce much more beneficial effects. The farmer so trained will find abundant hints and help in his weekly paper, agricultural books, and agricultural shows. It is not desirable that teachers should also be farmers or gardeners; and, therefore, except in very special cases, the multiplication of school farms and gardens is not a benefit to education. The teacher's heart should be in his school; and a good

Reports on the State of Education.

Mr. W. J. Browne, M.A., District Inspector, Londonderry.

teacher will there find abundant occupation without working in fields or trafficking in fairs.

Book-keeping.

Book-keeping is not of much educational value or practical utility. It may occasionally be useful to boys preparing for business, though merchants do not usually value it very highly. The fee for it is too high; and it would be much better taught, where it is needed, if confined to one, or at most two years. The book in use has many good points, but needs revision.

Needlework

Needlework, taught in 102 schools, is very properly compulsory for every girl above First Class; but the time devoted to it is too long, there are usually not sufficient materials to employ the children, and hence much of the time is lost. I think three hours weekly for the senior girls, and three half-hours for the junior, would produce more active teaching and more satisfactory results. For the remainder of the time the workmistresses now employed might, under the master's directions, take part in the general work of the school, and in such subjects as domestic economy and hygiene.

Other subjects.

Music is taught in twenty-four schools, *Drawing* in thirty-one, *Algebra* in thirty-five, *Geometry and Mensuration* in twenty-two, *Kindergarten* in twelve, and a few other extra subjects in individual schools; but my space will not allow of any remarks on these.

Changes suggested.

Were the examination lightened by the removal or restriction of agriculture and book-keeping, other subjects of intellectual training and practical utility in education could be introduced more generally. Mathematics should take first place, and I think algebra, geometry and mensuration should be combined in one branch extending over four years by easy stages. A similar course of physical science and chemistry and one of natural science, might come next; after which the elements of some language, ancient or modern, and manual training and knowledge of common things might be provided for. The "appropriate exercises" prescribed for infants have already been of great service, in brightening their school life, making them speak out, and giving greater variety of occupation.

Saturdays.

In nearly all our schools, Saturday is now an idle day; and the idleness is not good for either teacher or pupils. I think the day should be utilised for manual training, drawing, science, and other interesting and attractive work, and the attendances made on that day, say of two and a-half or three hours, should be reckoned in qualifying for Results examination. *Cookery*—a most useful subject for girls—and indeed for boys too, who, as soldiers, sailors, miners, or explorers, might often benefit by a knowledge of the art—might be taught on Saturday; and the teaching of *botany* should be encouraged; it opens the eyes, trains the observing faculties, imparts a love of nature, and teaches the principles of classification.

Results system.

The Results system was overweighted from the first, with too many subjects and unsuitable subjects; rote work was not sufficiently discouraged, and intelligence and good work were not enough recognised. With the changes now made, and those reasonably to be expected from further experience, I can see no reason for its abolition. Sir Joshua Fitch indicates plainly enough that already the experiment in England of "sample" and class examination has been something of a failure, and he wishes for more individual examination. As he very truly remarks, a father does not want to be told that his son's class satisfied the Inspector, but that his son acquitted himself creditably.

"1" and "2"

The distinction between the marks 1 and 2 has long given much trouble to Inspectors, but has had little other effect; and hence, as

Mr. W. J. Browne, M.A., District Inspector.

Londonderry.

has often been shown, mediocrity in teaching many subjects pays the teacher better than excellence in a few, though one subject taught well is of much greater educational value to the pupils than several taught badly. It is very desirable that this equality of inequalities should be removed, and a distinction of payment corresponding to the distinction of marks made.

Manual programme.

I should like to see parents taken more into confidence and co-operation; and as a step in this direction, I beg to recommend that the Results Programme be printed in pamphlet form, and sold at a penny. It would be very useful to parents in testing the progress of their children, as well as to the children themselves; and convenient for reference to monitors and teachers, who sometimes do not know the Programme, which is hung up in the school, but rarely consulted. The Programme for monitors might be included in it.

I have the honour to be,
Gentlemen,
Your obedient servant,
W. J. Browne,
District Inspector.

Mr. H. Cox, District Inspector.

Coleraine.

Mr. H. Cox, District Inspector.

Coleraine, 31st January, 1898.

Gentlemen—Pursuant to your instructions, I beg to furnish this report on the state of National Education generally in this district.

Changes in the schools of the District.

Since my appointment here in August, 1895, no change has taken place in the boundaries of the district; and but few within its borders. At Ballintoy, a somewhat unsatisfactory school has, to the advantage of the locality, been replaced by a new well-built and commodious house. At Ballyrashane, a very handsome pile of buildings has been erected. At Portrush, the separate and quite unsuitable male and female Church-street schools have been superseded by a splendid—I had almost written magnificent—schoolhouse, with every and ample accommodation, and with a residence for the teacher adjoining. Of this building, which was erected by the parishioners and others, in memory of the late Rev. Dr. Kelly, after whom it is known as the "Kelly Memorial Schools," I may say that I do not recollect having seen a finer. Two other new schools, Carn and Cashel, in the parish of Dungiven, have been recognised. So that, including the two Model Schools, with six departments, and reckoning the four separate departments in the Poor Law Unions of Coleraine and Ballymoney as two schools only, there are now under my charge 158 schools. The educational opportunities appear to be ample: my enquiries show that no part of the district that could support a school is without one; but, on the other hand, the schools here and there crowd each other, and it would tend to advancement if some of them would drop out of the lists.

Condition of school houses.

The vested schools, with the exception of two or three which are vested in trustees, are kept generally in a very satisfactory condition: some few of them require enlargement, which will in all probability shortly be made. Of the non-vested schools only some two or three are in really bad order; on the other hand some of them distinctly surpass the vested schools in beauty of design, in internal arrangement

School-houses should be well kept,

and fittings, and in general accommodation. I attach very considerable importance to the nature of the schoolhouse. In poor districts, especially, they should furnish examples of cleanliness, order, and comfort to the pupils in attendance. How can one expect that the tastes and habits of the children can undergo any refining process if the children themselves never see or come into contact with refining influences? My experience goes to show that a dirty schoolhouse means a dirty-skinned, badly-clad child; but that in a neat, orderly room the unwashed child gradually tries to bring himself into something approaching concord with his environment. It has often been suggested that fees should be granted to schools where the requirements of neatness, order and decency are carried out. Well, I don't know! But I do think that where the schoolhouse and premises do not satisfy these requirements, action should follow, especially when all verbal remonstrances fail; is it not the distinct duty of a teacher to have the school in proper order? Very differently, however, do I look on the small grants that used to be made in cases where local parties had gone to expense in improving or repairing the schoolhouses; and I much regret the change in the rule, which now requires that the improvements shall be structural. The hope of obtaining, as a grant, a supply of new maps acted as a powerful inducement to making improvements.

And grants should be made for improvements;

And they should be well ventilated.

Ventilation, too, is another point that does not receive sufficient attention. It must be within the knowledge of all the members of the Inspection staff that, very often, instead of all the windows of a schoolroom freely admitting of being opened for ventilation, they are nailed, so as to prevent this. I have often gone into a school where, after remaining only a few minutes, I have had a bad headache from having been obliged to breathe the foul, unventilated air. Is it a matter for surprise that in such schools the pupils become languid, inattentive, unreceptive; and that the teacher finds himself, at the end of the day, completely exhausted—to become eventually anæmic or worse?

Attendance.

The attendance in the schools has been more or less affected by epidemics, generally not of a very harmful kind, though sufficiently so to exert an appreciable influence on the average attendance. I think I may say without exaggeration that, in one spot or another, this district has almost constantly an undesirable visitant in the shape of some infectious or contagious sickness; and this gives me the opportunity of expressing the opinion that if the local authorities, medical as well as educational, would exercise the powers they have a good deal more frequently, these so-oft recurring epidemics would soon be stamped out. The medical authorities, it seems to me, do not care to take any action in the direction of closing the school; and the Manager and teacher will not do so until the average is threatened. But I think that a school ought to be closed as soon as any sickness in an epidemic form has got a hold there. I have myself had presented to me for examination children suffering very clearly and decidedly from scarlatina and mumps; in the former instance I have the very unpleasant recollection of conveying the infection to my own family—all the children who were at home taking the disease. Now, what of the provisions of the Health Act, an extract of which every teacher is supposed to have suspended in his school? It has come to be a conviction in my mind that not only should schools be quickly closed, but that even when they are not closed, no child who has been ill should return to school without a certificate from his doctor; and that this certificate should be presented to the Inspector at his next visit.

The "Health Act" should be enforced.

Reports on the State of Education.

Mr. H. Cox, District Inspector.

Coleraine.

Having given to this portion of the subject the attention which I think it deserves, affecting as it does the health and well-being of the pupil and the school, and through the school, the health of the community, I now pass on to other matters.

Teachers.

Omitting the teachers of the Poor Law Schools, there are in this district 156 Principals and 29 Assistants. Their classification is as follows:—

—	PRINCIPALS.		ASSISTANTS.	
	Males.	Females.	Males.	Females.
Class I^1., ...	8	8	1	1
„ I^2., ...	16	14	1	4
„ II., ...	46	31	3	9
„ III., ...	15	18	—	10
Total, ...	85	71	5	24

This table is, I think, satisfactory; but it will probably undergo a marked alteration for the better after the July Examination. There is a very general desire, especially among the more highly-classed teachers, to secure admission, as, after this year, the "old programme" will cease to be in force.

Monitors.

The monitors number 80. They generally do well at their final examination, failures being almost unknown, and last year I understand that the first place among the candidates for training in one of the colleges was secured by a monitor in this district, and that at least one other obtained a free scholarship. It is my habit, when visiting, incidentally, to watch the monitors teaching their class, and to try to help them by a word of encouragement or of advice. Just occasionally it has seemed to me that they have been left without the guiding hints as to method, &c., they should receive from their teacher.

Work-mistresses.

There are 32 workmistresses recognised in this district. I think that they are regular and punctual in their attendance, and that generally they carry out their duty honestly. Indeed I have found only one workmistress who has frequently been late in her arrival at school; and in her case, remonstrance proving of no avail, I was compelled to ask for official notice.

Passing now to the proficiency in the different subjects of the School Programme:—

Infant Class and the two special exercises.

I have seen with sympathetic pleasure the widening of the programme for the Infant Class; and I hope that real benefit will accrue from it Most teachers, too, look on the extension with satisfaction, though one or two seem to demur, certainly to the extent of asking whether fees would be paid if these special subjects were not taught. It is my opinion that these two suitable exercises should be made compulsory. The two most frequently taken up are elementary drawing and object lessons. As to the former of these, I endeavour to secure not only that the work shall be graduated in the Infant Class itself, but that this graduation shall continue from the kindergarten copies with ruled squares for the infants, and the same copies, without guide lines on their slates, for the First Class, through Vere Forster's A^1 Book for the Second Class, up to A^2 for the Third Class, which would thus be ready for examination in the subject as an extra subject. Here I may pause to interpolate the remark that I see no reason why drawing should not be paid for throughout the classes—certainly in those above the infants.

Reports on the State of Education.

Mr. H. Cox, District Inspector.

Coleraine.

As to the object lesson: I generally suggest that the whole junior division (and even the Third Class) should occasionally join in it. In some schools I have found the little ones delighted with this lesson; but in most the teacher, apparently, finds it unsatisfactory.

Again and again I have been asked what subjects should be dealt with, and how; would I recommend any book, &c. In the former case I have done my best to help; but in the latter I say that I think the teacher should rely on himself, and prepare his own notes; that thus he would have more freedom, and at the same time his teaching would be the fresher. I have, however, and more than once, been disappointed to find printed books of object lessons and notes, the inference being that the teacher either would not, or could not, prepare his own notes.

Reading.

Reading is, as a rule, verbally correct, but wanting in expression. The habit of pointing, which is so hard to get rid of, is largely responsible for this; and further, very little effort is, so far as I can see, made to secure expressive reading. I have often stood listening to a class during the reading lesson: the first pupil reads some eight or ten lines, up to twenty, then the second pupil takes up the same passage, then the next, and soon to the end of the class, all reading with exactly the same intonation, the same enunciation, the same disregard for stops, &c. I have never found the teacher showing the class how the passages should be read. That explanation should be included when determining the pass mark is a step in the right direction. I know of my own knowledge that the pupils of even the Second Class can be taught to give the meanings of phrases; and if it were insisted on that the pupil should give the meaning of the whole phrase, not of one word only, the difficulty would, with perseverance and encouragement, be conquered. The subject, too, should have more time given to it.

Writing

Penmanship is generally satisfactory, but I must mention that the exercise books are not kept so clean and free from blots as they should be. More variety in the exercises should be sought, not so much in the subject matter as in the form of the exercise. I have found it very good practice for the pupils to write out, neatly and carefully, in their exercise books, the lesson tables for the following week, ruling their own lines, copying all headings, figures, &c., &c. When I find it necessary to issue a large number of copies of any circular, I generally have them written out by the pupils of the Model School here; and it is astonishing how little the pupils, even the seniors, can accommodate themselves to the different forms the circular may take—statements, queries, dates, signatures, &c.; so that this, too, is excellent practice for the pupil.

Spelling.

The dictation is generally tolerably free from errors in spelling; the letters are generally full of them. Why is this?

I have often given expression to the thought that the attention of the pupils, even in the lowest classes, should be specially directed to the objects of their every day life. I must add that an examination of the exercises written during the year show only too often that they have been revised in a perfunctory manner.

Arithmetic.

The number of passes in Arithmetic is quite satisfactory: it is not clear that the various processes are understood, and I feel that the blackboard does not get the attention it should. I am told generally that one class is taken, in turn, to the blackboard; and if this is done regularly and systematically progress should be made. The confused way in which even the pupils of the highest class work out their sums on paper, makes one suppose that they do not clearly understand what they are doing: an intelligent and intelligible method of working an

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example is comparatively rare. Do teachers look at anything more than the answer? In the junior classes, the most frequent faults are counting instead of adding, and a want of neatness in the slate work.

Notation and numeration are not *taught*; and mental arithmetic is almost wholly neglected. In this connection, I may express the opinion that the higher classes should know the multiplication table up to 20 × 20.

Grammar.

Grammar, though sometimes well taught, is the least satisfactory of the subjects. In the Third Class the need of thoroughly understanding the passage makes itself very evident, and the other prime cause of failure lies in the inability of the pupils to apply the definitions. In the fourth class the pupils are, as a rule, taken *too quickly* to syntactical parsing; and in the higher classes I often comment on the unsuitability of the exercises, and the want of accurate and intelligent supervision of the written work.

There is a common form of expression in this locality which I cannot explain. "There *were* no rain"; "there *are* no hay." And was it conscious humour that made a pupil, a few weeks since, describe "must" as "a *luxury* verb"?

Geography.

As might be supposed geography secures more passes than grammar. The use of blank maps has improved the answering both with and without the pointer; but there is still need of more intelligent teaching. It seems to me that some book which contains something more than the dry bones of the subject—"Mill's General Geography," for instance—should be put on the Board's list of books. The knowledge thus acquired would enable a teacher to make the subject much more interesting to the pupils than is now the case.

Agriculture and school gardens.

In agriculture the answering is generally satisfactory. There are three school gardens recognised in this district at present. It is not easy to arrive at the exact amount of good the pupils derive from them, from the fact that the examinations in these particular cases are held in the months of December, February, and April, respectively; and in only one case have I been able to visit incidentally in such a way as to be in a position to express an opinion on the work done. In that one case, however, I can say that I was much pleased with the garden itself, the variety, suitability, and appearance of the crops, with the lesson I saw given, and finally with the interest the pupils took in it. My own personal opinion, however, is, that the examination of the pupils in this practical subject should be held by an expert, just as in the case of a school-farm; and I say this although I am accustomed to a garden and to working, as an amateur, in one.

Extra and optional subjects.

Not a great deal is done in the direction of extra subjects; so far, however, as they are taken up, the result is satisfactory. Algebra is taught in 35 schools; geometry in 17; drawing in 29; book keeping in 15; vocal music in 14; physical geography in 2; kindergarten in 1; and domestic economy in 1.

Model schools.

The Model Schools, having three departments in each, are in Coleraine and Ballymoney. In point of usefulness and efficiency, I put them in the very front rank; one proof of this is to be found in the regularity of the attendance, which is well maintained, although school fees are charged in most cases, whilst in the other schools in these towns no fees are charged. In addition to the extra and optional subjects mentioned above, Latin and French are taught; and in the girls' school in Coleraine classes have been formed for calisthenics and elocution, in both of which subjects good work is being done, both supply a necessity, and both are much liked by the pupils.

Coleraine.

Accounts.

The school accounts are generally honestly, accurately, and neatly kept. I remember only one bad case of falsification, though I have found mistakes, more or less culpable. The most usual error has arisen from want of care in seeing that the Roll and Report Book were in exact correspondence.

Estimate of teachers and their work.

I should be sorry to find that this report gives the impression that the standard of the work in the district is not satisfactory. I have been now in a good many districts, and I am bound to say that the efficiency of the schools here is certainly not second to that I have found elsewhere. And I have pleasure in saying that I think highly of the teachers as a body. I believe that they work conscientiously, and to the best of their ability.

Compulsory Attendance Act.

The opinion as to the efficacy of this Act is by no means unanimous. The teachers think that it has not done much good; on the other hand, those who are entrusted with putting it into effect think that it has. I think that some good has been done, though greater stringency in carrying it out is needed. The following return to hand from the Secretary to the Coleraine Commissioners, is of interest:—

Number of children in the town between the age of 6 and 14 in year 1894,	1,084
Number of children in the town between the age of 6 and 14 in 1897,	1,051
Decrease,	33
Increase in number of children on school rolls at end of 3 years,	84
Increase in average attendance at end of 3 years,	81
Increase in number examined at end of 3 years,	53

Of this return the compiler speaks with considerable complacency. My own opinion is, as I have already remarked, that there is room for improvement.

This report will not be complete if I do not make reference to the liberality of the Honourable the Irish Society in giving to the Academical Institution four scholarships, of £14 a year each, to be competed for by the pupils attending the National school for boys, in this town, of which they, by their agent, are managers. The first of the scholars was selected by me on the result of the annual examination in 1896; this year two scholarships were given, it being the Queen's Jubilee year. If this step may be regarded as supplying a link between the Primary and Secondary schools, I am bound to say that I am not very hopeful of its success. I suppose wider experience is necessary; but I must say that the paucity of the candidates from so large a school, with a large Sixth Class, is disappointing.

The system of National Education.

It remains to add that the Managers and the better teachers are unanimous in the opinion that the system of National Education is doing good work; they cannot see, any more than I do, how there can be secured, in any other way, what must be the grand object of all such education—the certainty that every child shall be taught to read and write.

I have the honour to be,
Gentlemen,
Your obedient servant,
H. Cox, District Inspector.

The Secretaries,
Office of National Education, Dublin.

Mr. P. M'Glade, District Inspector.

Mr. P. M'Glade, District Inspector.

Donegal.

Donegal, February, 1898.

GENTLEMEN,—I have the honour to submit a general report for the year ending 31st December, 1897.

Supply of schools.

Since my last report (for 1895) no changes have taken place in the boundaries of the district. The school supply is liberal. The district area is divided into two well-defined belts of territory, one of which is the eighty miles of seaboard washed by the waters of Donegal Bay; the second is more inland. Throughout the former the population is more or less congested, and schools are numerous and thick set. Opened as most of them were at times when the population was denser than at present, they are generally speaking, accommodating a diminished and diminishing attendance. Yet still the schools multiply, and the disproportion between the supply and the number of school-going children is becoming more pronounced, as well by the establishment of *new* schools as by the decrease in population. One new school, Mullaghmore No. 2, was taken into connexion in May, 1896. Its attendance has been, and must necessarily remain, very limited; but it is due to it to say that, unlike many others of the same size it is (so far) doing very useful work in its locality, and promises to attain a high standard of efficiency. Thus already in this section of the district the facilities for the diffusion of knowledge are very ample indeed; and it is to be hoped that for reasons which it is unnecessary to enter into here we shall have no more of them in the shape of additional school centres. In the second or inland belt a different state of things obtains. The surface of the country is one characteristic of the county Donegal—a bleak extensive moorland broken by the occasional presence of small lakes, oftener by river valleys, and by oases of arable soil. Here small schools become a necessity; for, hemmed in by bogs, lakes, rivers, and occasionally by torrents (which, though they may not "go on for ever," are quite impassable in wet weather), may be found scattered communities of peasantry, not, perhaps, far distant in a straight line from established schools, and yet, by access, very far removed; inasmuch as the communicating roads are extremely circuitous. To bring the means of education within reach of certain of these sequestered localities two new schools have recently been under consideration. One was opened last May at Croaghbrack, on the northern shore of the far-famed Lough Derg (Donegal), and has since been placed on the roll of operative schools. The second will shortly be in full working order, as the building for it is approaching completion. It is situated at a point two miles east from the village of Carricknahorna, and will accommodate numerous families scattered round the shores of Loughs Lee, Golagh, and Tullynasiddagh. It is quite possible that other schools may be added in various portions of the same extensive belt.

Accommodation, character of buildings, improvements, &c.

In the matter of school accommodation as distinguished from supply the district is fairly well forward. Since 1895 the work of superseding old and unsuitable houses by new and workable buildings has been continued, though, I am sorry to report, at a slower rate than previously, in consequence chiefly of the check officially, and of course necessarily, imposed on the amount of the annually available buildings grants. Had it not been for this intermittent clog, which delayed the works in some instances and put off their commencement in others, the improvement on this head would have been practically complete. However, a good deal has been done, and the only reason for not accepting the

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Reports on the State of Education.

Mr. P. M'Glade, District Inspector.

Donegal.

progress made as entirely satisfactory is the urgency for reform, on sanitary and other grounds, in several of the existing houses. The change needed is not of the advance in educational machinery. It is not that costly edifices are to be provided, as being superior to existing tolerable structures, or that improved modern equipments are to replace useful but old-fashioned furniture—what is wanted is the substitution of decent and workable fabrics for hovels, several of which have still the primitive clay floor and thatched roof. Of the freedom with which building grants should be sanctioned for the benefit of the district it is not my province to speak; but, perhaps, I may be permitted to say, that timely aid in several cases, while enhancing very much the value of the gift, would not mean increased expenditure ultimately, as when the few buildings now needed are provided, the school accommodation will be such as to entail comparatively little expense for the greater part of a century.

Details of improvements, &c.

There are a few instances of unwilling applicants for aid, to whom official advices of obstacles or necessary delay come as the gentle dew from heaven, but when I state this I must also say that the managers of the district as a body have made or are making spirited and successful efforts to provide better accommodation. Standing proofs of their zeal in the matter of school building are to be seen in the great majority of the parishes—notably in those centreing in the towns or villages of Cliffoney, Bundoran, Pettigo, Ballyshannon, Ballintra, Donegal, Kilcar, Glencolumbkille, and Ardara. In two parishes only has nothing been done for the last five years, and the managers concerned are in a position at present to shift responsibility for the stagnation on the shoulders of others. To enter into details: the houses at Tamlaght, Laghey, Rossinver, Crove, and Mullaghmore, referred to in my previous report are now finished; those at Leckonnell, Largynaseragh, and Carricknahorna, are in the hands of the builder; the rooms of the Ballyshannon Convent School and of the Drimnahoul National School have been enlarged and improved and a non-vested house has been built at Croaghbrack. These improvements have reduced the unsuitable houses to twelve. Six of them will doubtless disappear in the next three years; the remainder belong to the two unprogressive parishes just referred to, and they will be used for school purposes as long as they are officially tolerated.

Attendance of pupils during year, &c.

During the past year few circumstances arose to disorganise the work of the schools. The opening months and the greater part of the spring were rather wet and otherwise unfavourable to the attendance of the smaller children. The same conditions of weather, however, prevented for lengthened periods any active work in the fields, and were indirectly favourable to the continuance at school of the older pupils, and for a considerable time beyond their traditional winter term. In the early autumn similar weather set in; but for the remainder of the season the fine weather, the harvesting of the crops, and the closing of the schools for vacation coincided very nearly. It has been remarked that whatever tends to disturb the normal condition of the people is prejudicial to the attendance at the schools. If this statement is to be accepted, the long continued rains of the past spring, which threatened a return of distress in the poor districts, should have a very bad effect. I confess I am not in a position to reason in this connection, by either process. The attendance in country places, voluntary as it is, is the resultant of many forces, and it is only temporary disturbing causes that can, from their marked effects, be properly estimated. Threats of coming distress are, unfortunately, not merely temporary in the poorest localities. The

Reports on the State of Education.

Mr. P. M'Glade, District Inspector. Donegal.

health of the children was fairly good throughout the year, and seldom interfered with their school-going. Occasionally it was less favourable. In February an epidemic of measles necessitated the closing of some schools in the Kinlough parish; whooping-cough was prevalent in the parish of Templecarne during autumn and winter; and from some three districts cases of fever were reported. The effect of the outbreaks was temporary and on the whole insignificant.

Attendance compared with that of past years.

Comparing the returns of samples of schools taken in various parts of the district, I cannot see anything to point to an improvement in the attendance in general. Some schools appear to have gained; others to have lost. The numbers on rolls, too, vary considerably in different years. If, however, a group of neighbouring schools be taken the total number on their rolls will be found to be pretty steady. This fact suggests that the gains or losses experienced at some centres are often no more than the results of a readjustment of the school areas, which, owing to various causes, frequently takes place. In a former report I have referred to the more permanent causes of irregularity of attendance. Amongst these, to judge from the complaints of the teachers and some of the managers, neglect of the parents is assuming a primary place. If, with the beneficial effects of a sound education before their eyes, with the facilities of a liberal school supply, with better accommodation and free schools, parents only grow indifferent, they are casting a heavy vote against the time-honoured policy of *laissez-faire.* For my own part I am inclined to think that the number of delinquents is greatly exaggerated by, or appears to be increasing to those, who, sensible of the advance of education and the greater time and attention it demands, keep before their minds a standard of regularity abreast of the changes rather than any standard of the past. The managers, it goes without saying, do much on the side of regularity of attendance. In some places special measures are adopted, such as school fetes, excursions, half-holidays, prizes, competitions, &c., and with excellent results. These are most attractive to the children, and, combined with appeals to the parents, are always very effective, and, indeed, must always be so, even when the universal compulsion of the future is most zealously enforced.

Attendance of infants influenced by physical discomforts of school life.

It is a matter for regret that the school life of the young children is not always such as would induce them to attend regularly. Our infants, in particular, must be anything but happy in ordinary rural schools. There is, as a rule, no special accommodation for these helpless little ones. Not unfrequently they remain for hours daily packed in one corner or end of the room, where they should soon grow tired if through nothing else than the monotony of protracted reading or spelling lessons. When the longed-for hour of dismissal comes, they return to their homes, where their exhausted appearance shows that they are unequal to the strain of a constant attendance, and that some holidays are necessary.

Remedy.

Short lessons, frequent intervals of rest, suitable desk work, object lessons, simple infantile exercises, approaching those of the kindergarten, but of a simpler kind, could, without difficulty, be provided for almost everywhere and would do much towards making the school-room pleasant, and attractive to the little children; and their attendance, in consequence, more regular.

Punctuality of attendance.

In the matter of punctuality we are losing ground considerably. In many schools the majority of the pupils are seldom present at the hour for commencing instruction, and in a few districts unpunctuality

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would appear to be hopelessly irremediable. Some years ago this objectionable feature was observable only in inferior schools; but latterly it has become more marked in a wider class, and has appeared even in good schools. The vigorous competition for standard averages and higher averages for capitation payments would seem to be the only assignable cause for the attitude of passivity which so many teachers adopt towards the practice. An earlier roll-call would be an effectual remedy.

Remedy.

With the advance in the character of the school buildings, a change for the better has taken place in the equipments and in the general aspect of several of the rooms. The furniture and apparatus are, except in the unimproved houses, now fairly suitable and sufficient. I have seldom to complain of a scant supply of text-books and ordinary requisites, and a good selection of maps is almost invariably provided. The school clock is the most troublesome item—it is so often found wanting repairs. Thermometers are not as common as they ought to be. Of wall-pictures, prints, and illustrations, which add so much to the appearance of the school-room, are so attractive to children, and may from time to time be so useful in expositive teaching—of these there is rarely a good display. The fact points to the lack of an important element in the teaching processes. Collections of samples of materials, natural productions, &c., to give correct and clear ideas of the more uncommon substances mentioned in the reading lessons are never met with. Yet it should not be difficult to fill up gradually a school-press with specimens of the kind indicated, which, although they could never adequately take the place of objects in their natural and living state, could nevertheless be used to good purpose in explanatory exercises.

Apparatus, requisites, &c.

The proper ventilation of the school-rooms is usually provided for, and wherever structural defects in the buildings, such as very low ceilings and windows—happily rare occurrences—do not create difficulties, the atmosphere of the schools can be kept pure and free from cold draughts. A few cases of insufficient lighting have occasionally to be noticed, and it is scarcely credible how slowly improvements in this respect are effected. They are not expensive; the difficulty is to convince local parties of their necessity. In clear weather the lighting may be tolerable; in cloudy, a visitor can scarcely work in the shade of the room; but the teacher and pupils, accustomed to the gloom, appear to be unconscious of it, or of the luxury of a brighter scene. Warming, needless to say, is everywhere effected by means of open fires, and as such, is all that can be desired. The temperature in different portions of the room is of course very unequal; but, notwithstanding, the room can by this method be made very comfortable, while the ventilation is greatly assisted.

Ventilation lighting, warming.

As to the observance of cleanliness there is no ground for serious complaint. The generality of the rooms and their surroundings are usually clean and tidy. All of them are certain to be so on days appointed for examinations; and at other times the requirements of the Practical Rule (VII.) on the subject is carefully observed by a large proportion of the teachers who from taste or habit bestow unremitting care and attention on the premises. A considerable minority, however, allow matters to drift so often that ultimately they become consistently negligent on this head. As to duties immediately outside the teacher's purview they are slowly discharged—probably because they are so near to the dividing line,—such as gravelling the walks in school plot, attending to boundary walls and fences, to the condition of the out-offices, &c. Repairs to the house itself are as a rule timely—they are done once a year.

Cleanliness, &c.

Order and discipline

Evidence of defective discipline and training

Order and discipline are, generally speaking, fairly good in most places. Some teachers never succeed, and perhaps never care to succeed in securing these important conditions of school life. From the very small schools where individual teaching is prevalent, where monotony is to be guarded against, and where the children are in a position to expect more freedom from restraint, order and discipline, as we understand them, may be regarded as practically absent. It is in these and others as badly disciplined that the necessity for discipline with a view to the proper despatch of business is often so keenly felt. On the days of examination, *e.g.*, the Inspector takes over these schools, proceeds to arrange the pupils for work, and then the trouble begins. He may reasonably expect attention, obedience to orders, steady application to their work, and occasionally some little help from the pupils in the distributing of slates, pencils, &c. The pupils, however, are not accustomed to such exactions on their discipline, and much valuable time must be spent in actually training them before the examination can be got properly under way. In such cases due allowance must, I suppose, be made for the special circumstances of the schools, but over-indulgence in the way of exhorting, and of repeating orders or questions, &c., will never secure an improvement, and is decidedly injurious.

General proficiency of schools.

Inspection, defects, &c.

The literary work of instruction was during the year carried out on the same lines as in past years. To judge from the results of the annual examinations a large body of teachers appear to have faithfully discharged their duties, and to have finished at different times a successful year's work. On the other hand a number of the small schools were behind in proficiency, and in several cases, where extenuating circumstances could not be pleaded, or where the inefficiency had been continued, or recurrent, official action was taken as a *dernier ressort*. In forming an estimate of the work of each school, the opinion is based chiefly on the progress made by the pupils actually examined, *i.e.*, those who having fulfilled the conditions of attending school for at least 100 days within the year come up to the examination. As to the condition or proficiency of the other pupils on Rolls, or as to its importance as indicating a portion of the teacher's work, we must trust largely to conjecture. We have before us the number of these pupils; but we have little else to go upon, and any idea we may form of this section of the school must be necessarily vague. This brings us to one of the many shortcomings in our present system of inspection. That system chiefly aims at testing proficiency by periodical examinations; but even that object is only partially attained, inasmuch as only a portion of the pupils (large, it is true) is examined. As to the progress of the proportion not examined we cannot, as we might with the "by sample" test, infer anything. *Fair samples* are not examined—it is the best attenders, and presumably the best pupils that are tested.

Scheme of inspection submitted.

The problem how to secure *sufficient* examination of *all* the school-going children, and the inspection of the conduct and conditions of the schools, as they proceed in their work, is one deserving of the most careful study. It would appear to admit of only two solutions:—strengthening the present inspection staff or introducing a more rational adjustment of the inspection duties between examination and inspection proper. As to increasing the staff it is unnecessary to say anything here. The alternative proposal would, I think, be practicable, and has many other merits. How is it to be carried out? By examining, I should say, less frequently—say, once every two or three years—the larger and more efficient schools, and by devoting the time gained by this change to the incidental inspection of *all* the schools.

Reports on the State of Education.

Mr. P. M'Glade, District Inspector. Donegal.

Under the scheme which I submit the smaller and the less efficient schools would be examined yearly, as at present; the others would be examined at longer intervals, and all, or most of them, would be visited without notice as often as possible during the year. All pupils, irrespective of attendance, to be presented at the examinations, and "by sample" and "class," instead of "individual" methods of testing to be adopted with limitations. As to the fate of the good schools under this arrangement I believe they would gain considerably. At any rate the shortness of the interval—two or three years—between their successive examinations would prevent their passing meanwhile (without subsequent exposure) through a period of decline and recovery; for, although a good school may decline very rapidly, it cannot recover its position for some years. A more important consideration is that the proficiency of the schools, so long as the staff is unchanged, has in each case a tendency to gravitate to the same standard year after year. By a more efficient inspection with examination we should be able to raise the levels of proficiency now attained in the inferior schools, and in case of the better schools to secure more intelligence and more uniform progress over the year.

Modification of Scheme.

The principle underlying the scheme now roughly outlined could be carried out in several other ways. A very simple arrangement would be to inspect regularly *methods* of teaching and *working* of schools generally, and to apply besides a thorough *test of proficiency* to all pupils on rolls every two years. Again, the interval between the examination tests could be different for different schools, the necessity in any particular case for a full and thorough examination being decided by the examination of a few pupils on the occasion of an incidental visit.

Merit grant, necessity for.

It has often been argued, and with some justice, that our present results system increases mediocrity; that our dull pupils are forced, and our clever ones neglected. The truth of the charge is, to some extent, admitted by implication in several of the arguments of both the advocates and the opponents of the system. The latter are not unfrequently heard to deplore the *loss* of the clever boys and girls we had under the old order of things; the former to remark with satisfaction the disappearance of the dull and neglected ones. Theory and experience justify the view taken on either side. This levelling of the attainments of the same class members is due to our periodical examinations, which indicate and accept a certain minimum of proficiency, but largely to the arrangement by which passable and excellent answering are equally rewarded; and any scheme to counteract the tendency and secure more *natural* progress must (assuming our school programme and examination unchanged), be sought for in the removal of the chief cause. In the present state of things a variable grant, instead of the existing results fees, would, perhaps, be the most feasible and effective.

Effects.

The course of study prescribed for the several classes in our programme is a year's work, sufficient for any of our pupils, however clever. A merit grant scheme would have the effect of deepening, as well as broadening, that course for the most talented scholars, who, at the end of the year, might conceivably be very far advanced, whilst the duller members would be following at a distance. In forming an opinion of the school for the purpose of deciding the merit grant earned, while the proficiency of *all* the pupils would be taken into account, special weight might be given to the proportion of *advanced pupils* in the classes. The comparative smallness of the grant would, I believe, be a sufficient safeguard against over-pressure.

Incidental visits.

During the past year I succeeded in making a considerable number of incidental inspections. They were necessarily short and hurried, and some

Reports on the State of Education.

Mr. P. M'Glade, District Inspector.

Donegal.

of them encroached on the time necessary for weekly office work. However, I was able to see a good deal of the schools, and to judge more accurately many points which, on examination days, must be left to conjecture or inference. The methods of teaching followed, and the general conduct of the schools are, on such occasions, matters for observation; but it is not so easy to decide whether particular subjects are receiving due attention. A progress record for the subjects (liable to be neglected), kept by the teacher would be very desirable. Entries could be made regularly in it, say every two months, and a portion of the records could be checked at incidental visits by the actual examination of the pupils. Whilst engaged in this special duty I am careful not to interfere unduly with the methods of the teacher. If he follows sound *principles* he ought to have the right to choose and adopt any approved *methods* he considers best. But correct principles are not generally followed,—and, unfortunately, for the intelligence of the instruction—such as teaching from the known to the unknown: from the particular to the general: from concrete to abstract, teaching things not mere words, &c. The reason is obvious. The new form of Incidental Report is a great improvement on the old. Head G (relating to methods of instruction), in particular, is very important and opportune.

I have already referred in a general way to the work of the schools during the year: it remains only to make a few remarks on the condition of the several branches taught.

Reading.

Reading has undergone little change as regards distinctness of articulation and proper grouping of the words. I am fain to hope, however, that it is becoming more intelligent, and that it will accordingly improve in the chief points which characterise good reading. The addition of explanation to the essentials for a pass in the subject was decidedly a step in the right direction. As to the benefit of the change much will depend on the nature of the means adopted to meet the new programme. If the senior pupils are induced to prepare daily the explanation of a page or half a page of their Readers by means of a dictionary the gain will be great. But if these pupils are required merely to disfigure, as they frequently do, the pages of the books with notes on the meanings, there will be little appreciable effect; the device is nothing more than a provision for prompting, and has the same effects. In schools where the principal teacher is unassisted a very objectionable method of conducting the lessons is too generally observable, viz.: allowing a certain number of individual pupils from each draft of a division to read simultaneously, and so loud as to be heard by the teacher who is usually employed in the other division. The lesson proceeds *à la* Dutch concert, and is sustained until the pupils grew weary of reading. As I remarked in a former report, the reading programme is a heavy one, and the fact may account for the adoption of objectionable expedients in the endeavour to satisfy it

Poetry is very indifferently prepared and repeated in all classes. Indistinctness and inaccuracy are universal and incurable faults.

Writing.

Penmanship is carefully supervised by a large proportion of the teachers, and a good style of writing is prevalent. It is a subject, however, that, despite its importance, is ever showing a tendency to decline, and to insure the continuance of a decent standard constant inspection of the copy-books and exercises is necessary. Relief from this duty of close watching can be had only when excellence in the subject is fully rewarded. The use of engraved head-lines has destroyed much of the interest formerly taken in penmanship. Letter-writing is very well taught in senior fifth and sixth classes. The proper use of

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Mr. P. M'Glade, District Inspector. Donegal.

the full stop is not now taught in junior fifth, and the omission of it gives the letter a very crude appearance. The written work of the older pupils receives, as a rule, due attention, and a good supply of exercises is invariably shown by the pupils at the yearly examinations.

Arithmetic

Arithmetic is, in the junior division, generally satisfactory. The infants receive more practice in ball-frame exercises, and an intelligent knowledge of the elementary tables is still shown in the other classes. Long division is latterly anything but a strong point in third class. It is a somewhat difficult rule, is not now essential for a No. 1 pass, and is not indispensable till we come to the rule of three in fifth class. Hence, perhaps, its neglect. The beaten tracks are still followed in the senior classes. Cards are everything and everywhere, and much of the school and home hours is absorbed in the drawing out of laboured calculations. The reasons of the processes do not yet receive proper attention, and the utility of the long course for senior scholars is therefore very questionable. A course of mensuration would be more useful, for at least the highest class. Mental arithmetic is still in the background. The clever pupils calculate very well, but the great majority either remain silent when questioned or plod very slowly through the calculations.

Spelling.

Oral single-word spelling has deteriorated in the lower classes. The change does not, perhaps, indicate a serious loss: spelling being now rightly regarded so much a matter of the eye, and writing the most effective way of teaching it. Accustomed as they are to transcribe and copy, the first and second classes would be quite equal to writing from dictation an easy sentence, and oral phrase spelling could to some extent be superseded. In the written dictation passages of the higher classes the orthography is usually more correct than in the composition exercises.

Grammar.

Grammar has suffered little from the adverse criticism it has recently met with. Parsing is better done by the senior pupils. "Guessing" is still prevalent in the third and fourth classes. "Sometimes I do" was the candid rejoinder of a little girl questioned as to whether she guessed in parsing: and she unconsciously spoke for thousands of her class members. The first introduction to the subject, so very important, is seldom effected on sound didactic principles. A small text-book in composition, in which the rules of grammar would be gradually introduced and applied in suitable exercises, something after the idea of "Smith's Principia Latina or Græca" would be very useful. As frequently pointed out, the purely scientific course of grammar given in our schools has little practical result.

Geography.

Geography, as it is taught, is fairly satisfactory. It is still very difficult to counteract the tendency to confine the teaching to mere map-pointing, and to hunting after names mentioned in text-book lists. Map-drawing has gone out.

Agriculture.

Theoretical agriculture is taught with varying results. In a few places the subject is taught as intelligently as it can be from text-books; more generally the teaching is mechanical, perfunctory, and indeed intermittent. Provision is nowhere made for instruction by the method of object lessons. This is to be regretted. School gardens would be useful auxiliaries as supplying materials for the lessons and the specimens of agricultural products such as I have referred to in last report could also be turned to good account. This kind of teaching would be a compromise between practical training on farms and gardens (which is impossible, I hold, in connection with elementary schools), and learning by rote certain passages of a text-book, which is useless.

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Reports on the State of Education.

Mr. P. M'Glade. District Inspector.

Donegal.

Needlework.

Needlework as a rule receives very ample, I shall not say too much, supervision and attention. The programme is very thoroughly taught, and the proficiency attained in the schools is satisfactory. An abundance of finished garments is invariably exhibited at the results inspection; and the pupils of workmistresses who are generally dressmakers, are fairly expert at "cutting out." The time given to needlework in the junior division is considered rather long, and there is often observable a disposition to evade the time-table arrangement in places where the instruction is given by a literary teacher.

Drawing.

Freehand drawing is taken up in a few schools; neither mechanical nor model drawing is attempted. It is probable that the difficulty of providing a suitable set of instruments for each pupil has hitherto stood in the way of mechanical drawing. This most useful section of the subject has scarcely obtained an entrance into our schools, and its chances of gaining a position in our curriculum are certainly not increased by the recent issue of a specially attractive series of freehand drawing-books. I frequently recommend teachers to read some of the excellent hand-books on drawing and the methods of teaching it. These works, as a rule, give valuable information on the nature and province of each section; the materials required for, and the most approved ways of, conducting the lessons on drawing.

Vocal music.

Vocal music is well taught in a small number of schools. The Tonic Sol-fa system was introduced some years ago, but it was afterwards given up and Hullah still "holds the field."

Cookery, &c.

A practical cookery class is ably conducted at the Ballyshannon Convent National School; and instruction in poultry management is practically and very thoroughly carried out at Bundoran Convent.

Other branches.

Book-keeping, geometry, &c., algebra, Latin, physical geography, French and instrumental music are branches to be met with from year to year in the same schools.

The children invariably come up to the examinations in creditable condition—neat, clean, and in best attire. On such occasions they never intentionally create any unpleasantness. Trouble I sometimes experience where the discipline is defective, or where the formalities of an examination have had no previous consideration; but on the whole the demeanour of the little examinees is very pleasing, and there are very few places in which the vast bulk of them could not be characterised as good children *par excellence*. Mixed schools, *i.e.*, those attended by both boys and girls, are a feature of the district. The arrangement has at least one grand advantage—that the presence of the little girls has a refining influence on the boys, and the former are also gainers from the greater intellectual life and energy of the place. I am glad to notice that "recreation" finds almost everywhere a place amongst the provisions of the time-table. School life may be free from many of the discomforts it had in the past; but it has still its long hours of restraint, of mental work, and of gradual physical relaxation. Recreation, in contributing to assuage these unavoidable conditions, has a double claim to adoption as being expedient and humane.

I am, Gentlemen,
Your obedient servant,
P. M'Glade,
District Inspector.

To

The Secretaries, &c., &c.

Mr. J. Chambers, B.A., District Inspector.

Mr. J. Chambers, B.A., District Inspector. Strabane.

Strabane, *January*, 1898.

Gentlemen,—In accordance with the instructions contained in your letter of the 30th November, 1897, I beg to submit to you my first General Report on the district which has Strabane for its official centre.

The district.

This district comprises the north and north-west of Tyrone, the east of Donegal, and a small portion of the north of Fermanagh, and includes the towns of Strabane, Lifford, Newtownstewart, Castlederg, Ballybofey, and Stranorlar, and the villages of Convoy, Gortin, Plumbridge, Ederney and Castlefin.

A great part of the district is mountainous, but it also contains some very fertile, highly cultivated land. As is the case in other rural districts, the chief industry of the people is agriculture, but great numbers of the people find employment in mills and factories. Shirt-making and the making of fine underclothing, which are practised over the greater portion of the district as cottage industries, afford ample employment for the female portion of the population, so that poverty, such as is common in many parts of the West of Ireland, is unknown in this district.

Schools.

When I took charge of the district on the 1st November, 1895, there were 154 schools in operation. Since that date two of these schools have ceased to exist. One school, which was temporarily closed, has been re-opened, and one, which was formerly in connection with the Church Education Society, has been placed under the National Board, so that there are still 154 schools in operation in the district—viz.,

146 Ordinary Schools.
3 Model Schools.
3 Poor Law Union Schools.
1 Convent School.
1 Industrial School.
154

Number of vested schools.

Of the 146 ordinary schools, 23 are vested in trustees, 27 in the Commissioners of National Education, and 104 are non-vested.

Distribution of the schools.

These schools are so situated that no child wishing to attend a National school has any unreasonable distance to walk; in fact, in some localities the schools are too numerous, with the result that children frequently transfer their attendance from one school to another without any sufficient cause.

New schools.

Praiseworthy efforts have recently been made by the managers of all denominations to provide the school-going population with suitable schoolhouses. During the past two years seven new schoolhouses have been opened. Five of these buildings have been erected with the assistance of Government grants, while two have been built entirely from local funds. Two additional schoolhouses have just been completed, but they have not as yet been opened for the reception of pupils The managers have not, however, confined their attention to the building of new houses, as six schools which had become too small for the attendance have been enlarged during the same period, and a great many

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Reports on the State of Education.

Mr. J. Chambers, B.A., District Inspector. Strabane.

others repaired. There are still about a dozen schools that will require to be re-built, and one enlarged. However, in the majority of these cases steps have already been taken to raise the necessary funds for these improvements.

Some defects.

The remaining schoolhouses are, as a rule, substantially built, but the lighting and the sanitary arrangements of several of them are defective. In very many of the older schools the furniture is antiquated and faulty. The desks are badly constructed and out of proportion to the dimensions of the schoolroom. The schoolroom is whitewashed at least once a year, as required by the Board's rule, but the tablets, maps, &c., are generally hung in a most irregular manner, displaying neither taste nor artistic style. Except in a few cases no attempt has been made at ornamentation of the schoolroom or school premises by the cultivation of flowers, &c., although a little care and attention might easily make them patterns of neatness and tidiness to the children attending the school.

Attendance of pupils.

At the end of the past Results year there were 10,589 pupils on the rolls of the schools, with an average attendance of 6,395. Of those on the rolls, 7,411 were qualified to attend the Results examination. From these figures it may be seen that (1) the average daily attendance was a little over sixty per cent. of the number on the rolls, and that (2) nearly seventy per cent. of those on the rolls qualified for the Results examination. Although these figures are by no means satisfactory, they are still more unsatisfactory when the classification of the pupils is considered, as only thirty per cent. of those qualified for the examination have advanced beyond *Third* Class. The only conclusion that can be drawn from this fact is that many of the children are withdrawn from school at a very early age, and before they have obtained even a rudimentary education.

Compulsory Education Act.

Strabane is the only town in this district in which the Compulsory Education Act of 1892 is in operation. In the schools of this town nearly sixty-nine per cent. of those on the rolls were in daily attendance, and seventy-four per cent. qualified for the Results examination. As the school-going population of Strabane includes some of the poorest children in the district, these figures show that by this Act, even when very mildly administered, as it is in this town, the attendance at the schools could be materially increased without inflicting any unnecessary hardship on those on whom it operates.

Necessary variation of attendance.

As the parents in rural localities necessarily require their children to assist them in farming operations during the spring and autumn the attendance at the schools at these periods becomes very small; but, although the children might be expected to attend school regularly at other times of the year, they are frequently kept at home on the most trivial excuses, and I can see no way of remedying this unsatisfactory state of affairs except by the extension of the Compulsory Education Act to the rural districts.

School fees.

The Model Schools are the only ones in the district in which school fees are now charged; however, the operation of the Free Education Act, which might naturally have been expected to increase the attendance appears to have had a contrary effect. The parents appear to set little value on an education for which they have nothing to pay, and in too many instances they send their children to school more out of compliment to the teacher than to get them educated.

Teachers.

Leaving out of consideration the two schools which are conducted by the Sisters of Mercy, the 152 schools of the district employ 111 male and 56 female teachers.

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Reports on the State of Education.

Mr. J. Chambers, B.A., District Inspector.

Strabane.

Their classification is as follows :—

—	Males.	Females.	Total.
I^1., ...	5	7	12
I^2., ...	17	7	24
II., ...	53	22	75
III., ...	36	20	56
	111	56	167

Classification of teachers improving.

In addition to these teachers there are 22 workmistresses employed in the schools and 55 monitors who are undergoing a training to become teachers.

A glance at this table shows that one-third of the teachers of the district are in the lowest class. The classification of the teachers of the district is, however, steadily improving, as may be seen from the fact that there are now 36 of them in First Class, whereas at the end of 1892 there were only 20 in that class. The classification would be still higher were it not that the average attendance at 67 of the schools, being under 35, would not warrant the employment of First Class teachers in them, hence as opportunities arise the teachers of these small schools naturally seek employment in more important schools in other districts where they can obtain their class salary.

Training of teachers.

Of the teachers of the district 103 have been trained in one or other of the recognised Training Colleges, and as managers seldom appoint untrained teachers to fill vacancies that occur in their schools the number of such teachers is steadily diminishing, so that in a few years I expect to find very few untrained teachers in this district.

Teachers' residences.

There are free residences for the teachers of 28 of the schools of the district; four residences have been built by loans from the Board of Works, and applications have been made for loans to build four additional residences. I have no doubt that many more such residences would be provided for the teachers were there a demand for them, but such residences do not appear popular. Where teachers are young and unmarried they prefer to live in lodgings, while those with families generally manage to secure small farms with residences in the neighbourhood of their schools.

Reading.

The children of this district are naturally bad readers, as they have a habit of mumbling their words; they appear perfectly satisfied if they get through a passage with mere verbal accuracy; style and expression, even in the senior classes, are commonly wanting. One of the greatest difficulties the teachers have to contend with is the natural shyness of the children and their unwillingness to speak out boldly and distinctly in the presence of strangers. This defect is very much more pronounced in this than in any other district with which I have become acquainted. Until recently very little attention was given to the explanation of the words and phrases met with in the Reading Books, but since the introduction of the rule which necessitates an Inspector taking this subject into consideration when assigning the pass mark in reading a marked improvement has been effected.

Explanation.

Explanation is undoubtedly one of the most important although one of the most difficult subjects in the education of a child, consequently the attention now given to it marks a distinct advance in the education of our National schools.

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Repetition of poetry. Poetry is repeated in a sing-song monotonous tone without any attention to either the punctuation or the meaning; as at the present learned it is of very little educational value.

Writing. Writing is on the whole well taught. Engraved headlines are invariably used in Second and higher classes, so that with fair attention on the part of the teacher and a suitable selection of copybooks there is very little difficulty in teaching the children who have passed through the junior classes to produce plain, legible writing.

The teachers have begun to see the necessity of looking carefully after the writing of the Infants and First Class children, and I am pleased to be able to state that in the majority of the schools these children are now provided with specially ruled slates and long pencils, so that they have nothing to unlearn when they begin to write on paper.

Arithmetic. There are few failures in Arithmetic in the junior classes; in the senior classes, however, failures frequently occur. As a great many of these failures are due to the mechanical difficulty children experience in working a question correctly on paper, I have frequently impressed upon teachers the necessity of exercising their pupils on paper similar to that supplied to them at the Results examination.

Mental calculations, such as occur in ordinary mercantile transactions, do not receive the attention they deserve. Useful as this part of arithmetic undoubtedly is, it is too frequently neglected on the grounds that it does not form any part of the pass mark at the annual examinations.

Spelling. There are very few failures in Spelling in the First and Second Classes, where the pass marks are assigned on the spelling of the words at the head of the lessons; but it is very different in the Third, Fourth, and Fifth Classes, where the spelling is judged by the pupil's ability to write a passage from dictation. In these classes there are more failures in spelling than in any other subject of the Results programme. Many of the teachers do not set about teaching this subject properly. The dictation is not systematically corrected, and even where it is, the children are allowed to pass on to their next dictation exercise without giving any attention to the words previously mis-spelled. There are few failures in spelling in Sixth Class.

Grammar. Grammar in Third Class is usually well taught; in Fourth Class the children, especially in the small schools, often attempt to parse syntactically, with disastrous results. They repeat a rhyme, and seldom wait to think whether it is right or wrong. This is due to the fact that in these schools all the senior classes are frequently taught together. In my examination of this subject in the Fifth and Sixth Classes I have found it necessary to adopt both the oral and the written test. It is ludicrous what mistakes in orthography children who have only been trained to parse orally make when asked to write out the parsing of a sentence.

Letter-writing. The correct form of a letter is generally well understood by the pupils of Fifth and Sixth Classes, but the orthography is frequently defective; this arises from the fact that the children spell phonetically, and as the pronunciation of the words used by them differs materially from the same words when met with in books, the spelling varies accordingly. Grammatical mistakes also occur very frequently in this subject, especially the use of "tho" for "they," using singular verbs in connection with plural nominatives, etc.

Geography. I find the Third Class pupils well acquainted with the leading features of the Map of the World. The maps of Ireland and Europe are generally well taught in Fourth, and first stage of Fifth; but failures in Fifth,

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Reports on the State of Education.

Mr. J. Chambers, B.A., District Inspector.

Strabane.

second stage, and Sixth Classes are numerous. Geography in all classes is entirely learned in the schoolroom; very few of the pupils, even in the senior classes, either have atlases, or know how to use them. Blank maps of Ireland and Europe are now to be found in almost every school, and it is curious that the children are often more familiar with them than with the ordinary maps. The globe is frequently met with in schools, but the children seldom receive a lesson on it.

Needle-work.

Plain sewing and knitting receive considerable attention, both in schools conducted by female teachers, and in those in which either a female assistant or a workmistress is employed. The Industrial Programme in Sixth Class does not find much favour in this district, and there are only a few schools in which it is now taught. The finished garments prescribed by the Results Programme are invariably exhibited at the examination, but I find that the teacher has frequently to supply the material for these garments. The cutting-out of articles of underclothing is often defective, even in Sixth Class.

Agriculture

In all schools under male teachers Agriculture is taught to the boys of the senior classes, while in many mixed schools the girls are also taught this subject.

Agriculture does not, however, appear to be a popular subject with either the teachers or the pupils, consequently the teaching of it is sadly defective. The words of the text-book are rigidly adhered to, and, as long as the questions can be answered by the repetition of a phrase from this book the answers are generally correct, but there is no attempt at making the subject practically useful.

This is the more remarkable as many of the teachers have a practical knowledge of the subject, being the owners of small farms.

School gardens.

There are School Gardens attached to *five* schools, and *one* school has an Agricultural Farm attached. One of these gardens is about to be given up, as the teacher informs me the pupils take little interest in practical cottage gardening. In one of these School Gardens—viz., that attached to Drumbeg National School, the instruction is all that could be desired. The teacher, besides having a thorough knowledge of practical gardening, has the rare art of inspiring his pupils with a love for the subject. So successful is the teacher of this school as a gardener that at the annual shows in Strabane he is able to compete successfully with professional gardeners. This cottage garden is doing immense good in the locality in which it is situated.

Extra and optional subjects.

Extra and optional subjects are taught to some extent in this district. Vocal Music is taught in 15 schools: Drawing in 18; Algebra in 31; Geometry and Mensuration in 22; Bookkeeping in 15; Physical Geography in 3; and Domestic Economy in one. In the Strabane Convent, which is one of the best conducted schools I have ever examined, the girls are taught French, vocal and instrumental music, management of poultry, dairy management, use of sewing machine and dressmaking, cookery and drawing, with the best results: this school is an example of what girls may be taught by energetic and skilful teachers.

Kindergarten.

Kindergarten is taught in only two schools—the Strabane Convent, and the Newtownstewart Model Infants' School.

Experimental science.

There is no attempt at teaching experimental science subjects in any of the schools of this district. This is to be regretted, as, with the aid of inexpensive apparatus, skilful teachers might train their pupils in some of the fundamental principles of these sciences. In addition to the useful information conveyed by such experiments, they might subsequently form suitable subjects for composition exercises, and, by permitting the pupils to take part in those experiments, their hands might receive a valuable training.

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Reports on the State of Education.

Mr. J. Chambers, B.A., District Inspector. Strabane.

Results system.

However laudable may have been the intentions of the founders of the Results System as a means of improving the National schools, it is now generally admitted that the effects of this system are detrimental to the true interests of education. Children under it have completely lost all self-reliance; they now depend entirely on their teacher to get them through their examination. The teachers also have lost all independence in localities where schools are numerous, hence, instead of exercising the necessary discipline, children are frequently petted and permitted to do much as they please. Instead of developing the intelligence of the children throughout the whole year, they are "crammed" with such facts and figures during the few weeks immediately preceding the examination as will be likely to get them a "pass mark" on the day of the examination, consequently, I am of opinion that the time has come when a radical change should be effected in this system.

Another important defect of the Results System is that too large a proportion of the teacher's salary is dependent on the result of the examination. By a classification of the schools in accordance with their educational value, and by paying a variable fee in accordance with this classification on the average attendance for the year, many of the faults of the existing system would be avoided, while there would still remain a pecuniary reward for superior work done in the school-room. In making such a classification not only should the answering of mere matters of fact be considered, but discipline, development of intelligence of the children and the educational effect of the school-room and school premises should be taken into account. The school programme should also be made more elastic so that teachers might be able to select subjects suitable to the children of the locality in which their schools are situated.

Under the present Results System too much of an inspector's time is occupied in mere *examination*, to the exclusion of his more important duties of *inspection*. While class examination might be substituted for individual examination in large schools under this new system, the latter would still be necessary in small schools; but such individual examinations need not occur so frequently as at present.

In rural districts the Results System works unfairly to the teachers. Owing to the great amount of work an Inspector has to do, he is compelled to hold Results examinations in almost every month of the year, and, although, it is well known that some months are as unfavourable for such examinations as others are favourable, the teachers in both cases are expected to have their pupils equally well prepared for the examination.

Managers.

In conclusion, I am pleased to be able to state that with few exceptions, the managers of all denominations, clerical and lay, take great interest in their schools; they attend my examinations regularly, even at considerable personal inconvenience, and evince the greatest interest in the answering of the children. I may also add that I have always found them willing to adopt any suggestions I have found it necessary to make for the improvement of the schools under their care.

I am, Gentlemen, Your obedient servant,

J. Chambers, District Inspector.

Secretaries,
National Education Office,
Dublin.

Mr. J. P. Dalton, M.A., District Inspector.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast, 31st January, 1898.

Belfast.

Introductory.

Gentlemen,—In compliance with your instructions, it becomes my duty to present to you for the third time a general report on the North Belfast District. I propose to review the record of our local school work during the past two years, and more particularly to sketch its main features for the year 1897. I have already discussed, more or less comprehensively, the educational condition of the district, in reports which I was privileged to submit in 1893 and 1895. Its subsequent history has been characterised, not so much by novel incidents and interesting developments, as by toilsome, uneventful plodding along the old, well-beaten paths. This, however, should not cause disappointment; for it may be said of school districts, as the Florentine historian asserted of commonwealths, that the most fortunate are those which have the least use for annals. I need not, therefore, travel over the entire field on this occasion. It will be better that I should confine myself to such parts of it as have already been but slightly explored, and to such other parts as may require, for one reason or another, to be newly mapped and described.

Schools.

The number of schools in the district is now 138. Six new schools have been added since I last reported. During the same time four schools have been struck off the rolls, and thus the net increase is reduced to two. The four schools from which grants have been withdrawn are Castle-street Convent school, and Castle-street male infant school (both in Lisburn), and Beechpark and Milfort Mill schools (both in Belfast). The two former have been amalgamated with the Lisburn male and female schools. The two latter have been suspended for reasons of a different kind.

Increased school accommodation.

This slight increase in the number of schools is, however, not at all the measure of the increased provision which has been made for accommodating the school children of the district. During the period with which I am dealing six important city schools have been rebuilt; and the new edifices, besides being superior in architecture, structure, and appointments to the buildings which they have replaced, are able to accommodate nearly double the number of scholars. Ten other schools have, within the same two years, been considerably enlarged. These figures show that praiseworthy efforts are being made by the local managers and bodies interested in education to keep pace with the growing needs of the population in regard to school accommodation. Looking back over the six years I have been in charge here, I find that altogether sixteen schools have been newly erected, ten schools have been rebuilt, and twenty-one schools have been enlarged. This is a respectable record; nevertheless, the evil of over-crowding is yet far from being abolished. The district, moreover, is still disfigured by the existence of some half a dozen schools of such defective construction and ill-chosen situations that they would bring reproach upon any district, while they form an exceptionally discreditable contrast to the great majority of the fine school buildings which are to be seen in every part of this city.

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector, Belfast.

Building grants.

I have no doubt that some of these unsightly fabrics will disappear at an early date. Two of them, of the most inferior type and unwholesome surroundings, have been officially condemned, and would have disappeared before now, were it not for the difficulty experienced of late years in obtaining building grants. It is very rarely that applications are made from this district for grants to build vested schools. The people here prefer non-vested buildings. They build the schools, as a rule, out of their own resources, and it is only now and again they have recourse even to a Government loan. The occasional applications for grants should, I think, be as favourably received as possible, not only because of the rarity of their occurrence, but also on account of the large preliminary expense which has to be incurred here in the purchase of sites. Applications are before the Commissioners at the present moment for aid to build vested schools intended to replace the two unsuitable houses I have mentioned, and for aid to build two schools in a new suburban situation where the population is rapidly increasing. I have learned that it is also in contemplation to put up two vested schools in another rising outskirt of the city, and that the business will be taken in hands as soon as funds for the purpose are known to be available. All the signs point to a steady and regular increase in the number of schools. I should have said, perhaps, that a new non-vested school which has not yet been taken into official connection was opened in the city some few months since. A precise return for the district at present would give, therefore, two applicant schools and 139 schools in actual operation.

Extension of city.

Of this number all but fifteen are urban schools. The phenomenal growth of Belfast has recently necessitated a considerable extension of the municipal boundary; and at the northern side the towns of Ligoniel and Greencastle, which, a few years ago, were but humble country villages, have become, since the 1st November 1897, part and parcel of the wide-branching city. The schools located in these places, as well as a few others which are scattered at intervals between them—making ten in all—were then absorbed into the general body of city schools. The urban list also includes eleven schools in Lisburn; the number here showing a reduction of two, as compared with the number given in my last report, in consequence of the amalgamation to which I have already adverted. The urban schools of the district which are actually recognized have now, therefore, reached the formidable total of 123. The rural schools make up rather less than one-ninth of the district in point of numbers: if measured by attendances and the time required for their inspection they constitute little more than one-thirtieth. The neighbourhood of a monster city is no boon to them. It serves but to dwarf and overshadow them at the present, and in some cases, it may be feared, to threaten their extinction in the future.

The supply of new schools.

So far, at all events, there is no reason to apprehend that the important duty of supplying schools for the increasing population, which, I need hardly explain, rests altogether with the people of the place, is in danger of being neglected. The duty is eagerly recognised and fulfilled, often in anticipation, though of course there is no local body to which it is specially entrusted. What is everybody's business does not turn out, in this instance, to be, as the proverb affirms, nobody's, but in almost literal fact to be jealously claimed and exercised by everybody. Men in humble walks of life are found here to take a keen interest in establishing schools, and to aspire to the government of them. They profess to make large sacrifices in defraying the necessary expenses; and

Mr. J. P. Dalton, M.A., District Inspector, Belfast.

the consequent responsibilities they do not shrink from, though sometimes of doubtful qualifications to discharge them satisfactorily. It is of great moment that the foundation and direction of schools should be undertaken by men who hold some well recognised position in the local community, and are fitted by their own scholastic training and tastes to understand and appraise educational work. It is only men of this stamp who can co-operate efficiently with the Commissioners in effecting the beneficent purpose in view, or who can command at the hands of the teachers and parents the respect and deference which are necessary to sustain their authority.

Initiative—by whom taken.

It is, therefore, gratifying to me to be able to report that in the case of each and everyone of the newly-built schools, which have been added to the district during my time here, the amplest guarantees are afforded by the social standing and character of the applicants, both of their competence to take the initiative in a work of the kind, and of the certainty that they have been actuated only by motives of public duty. Eleven of these schools were established by clergymen of different religious persuasions, acting on behalf of their congregations. It may be of interest, too, to remark that the religions include three denominations, viz., the Baptist, the Moravian, and the Congregationalist, which had not previously come into direct contact with the National Board in this district. Two of the schools were erected by a gentleman who owns an extensive factory and is a large employer of labour; his praiseworthy object being to give his operatives the best possible facilities for the schooling of their children. The three remaining schools were built under trusts which have been legally constituted for the administration of certain bequests and endowments intended for the promotion of National education. These schools are all capably managed in the public interest; and in no case could their inception be suspected of harbouring any unworthy design to provide a species of benefice for some particular teacher. This is matter for satisfaction; the more so, as the apprehension is not unknown to us here that some there are who bring to the founding and the teaching of schools the same order of ideas and feelings with which people embark on a commercial speculation, and whose study of the Commissioners' Rules, on the subject of school ownership, is not always directed by a spirit of loyal and honourable acceptance.

Managers.

It may be as well, perhaps, that I should give at this point some account of the managers as a body. They belong for the most part to the two categories just noticed, viz., clergymen and gentlemen who preside over factories or large business firms. Excluding seven lady managers, the following table will show their composition in respect of religious denominations:—

Managers.	R.C.	E.C.	Pres.	Meth.	Unitarian.	Congregationalist.	Baptist.	Moravian.	Total.
Clerical, . .	12	14	22	5	1	1	1	1	57
Lay, . . .	—	4	9	3	1	—	—	—	17
Total, .	12	18	31	8	2	1	1	1	74

Of the seven ladies, not included in this list, three are Roman Catholics and manage convent schools, one is of the Established

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Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast.

Church, two are Presbyterians, and one a Unitarian. The distribution of the schools, as regards management, among the different religious bodies stands thus :—

——	R.C.	E.C.	Pres.	Meth.	Others	Total.
Number of Managers,	15	19	33	8	6	81
Number of Schools under Management,	26	27	66	9	10	138

There are several local denominations which are not yet represented in the managerial body of the district, but most of them appear to set store on the possession of a school under their own supervision, and are only prevented from realising their wish by the lack of numbers or of concentration in their membership.

Religious teaching.

In the schools controlled by the leading denominations provision is made, as a rule, for distinctive religious teaching. The minor churches do not show the same anxiety to avail themselves of this privilege; nor have they the same means of doing so, owing to the difficulty of obtaining teachers of their own persuasions. Yet they are being drawn one by one into participation in our school system, mainly, I think, through their admiration for the educational benefits which it is dispensing, and their desire to associate themselves in the work of further extending it.

School government.

The government of the schools presents all the varieties of constitution contemplated in the official regulations. We have schools in charge of a single manager, and here as elsewhere these schools are in the great majority. We have, besides, several schools under the joint control of a patron and a local manager. The patron is sometimes an individual, and sometimes takes the form of a school committee. The individual patrons are not numerous. I hardly ever find one of them to intervene in the affairs of the school, except when the managership becomes vacant, or perhaps occasionally when his assistance is solicited to put the building in repair. I may, therefore, dismiss the individual patrons without further remark, contenting myself with merely noting their presence amongst us.

School committees.

The school committees more frequently attract attention. Their activity, however, is inclined to be spasmodic. A committee of which, perhaps, nothing had been heard for years will sometimes be awakened to a fresh outburst of energy by some local matter which it chooses to make an object of contention; and then after a season or two will as suddenly lapse into obscurity again. The schools which are registered as being under the government of committees number twenty-five in all. But several of these bodies appear to have allowed their functions to fall into abeyance, and it is sometimes difficult to say in a particular case whether the committee is, *de facto*, in existence or not. It is probable that though a committee may be practically inoperative now, if a question of prerogative were to arise, such as the appointment of a manager, it would soon take measures to assert its vitality and its authority.

Efficient committees.

I am led by my experience of school committees to think that, for useful, continuous work, they are most efficient when their con-

Report on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast.

Special cases.

stitution conforms to two conditions: in the first place, the number of members should not be large, should not, in fact, exceed four or five; and, secondly, eligibility for membership should presuppose somewhat similar qualifications to those which are expected to be possessed by managers. I am bound to testify, however, that in three notable instances in the district large committees do highly meritorious work in a manner that has always commanded my admiration. The committees in question are associations of charitable ladies, who devote a great deal of time and labour to making school life bright and happy for the neglected children who are the special object of their care. There are three schools managed by committees of this kind, two in Belfast, and one in Lisburn. They are really of the type known as ragged schools. The pupils are, for the most part, poor waifs and strays who have literally been picked off the streets. During the past four years elaborate legal appliances have been at work for driving juvenile outcasts of this kind to school; and though many of them are still to be seen loitering about, none of them can now grow up absolutely illiterate. But I very much doubt whether the law as it stands, though it tries to do its best, can really do anything effectual to rescue these children from their miserable lot. Few people have any adequate notion of the degraded forms which human life assumes in the slums of our large towns and cities. For the denizens of the gutter there is in truth no childhood; none of the innocence and sympathy on which childhood should repose, none of the joys and affections with which it should be nurtured. Childhood for them means nothing more than a tale of years. The first duty in reclaiming them is not to dress out their intellects. It is rather to search for such broken springs of humanity as may still survive in them, and to quicken these with the currents of a wholesome and a moral life; to kindle the purer impulses and yearnings of their nature into a warmth that will dissolve the grossness in which their hearts and feelings are encrusted. This is work which cannot be accomplished by the cold machinery of the law. It is work which calls for the patience, the tenderness, the love of kind-hearted men and women. Many more workers of the right sort are needed; and if they were only to be had, the poorer quarters of my district would supply a practically inexhaustible field for their exertions.

Managerial body.

It would be unbecoming of me to refer to the managers without bearing my testimony to the aid and encouragement which I have constantly received from them in the discharge of my duties during the past six years. It is little to say that my relations with them are of an entirely cordial character; it would be my own fault if this were not so. There is scarcely a manager in the district from whom I have not had unmistakeable proofs of confidence; and I do not think there is one who has seriously questioned my official judgments and recommendations, or shown unwillingness to give them effect. The greater number of the managers of the district are, undoubtedly, models of what gentlemen charged with such important responsibilities should be. Of a small minority of them, however, I am bound to say that their presence and usefulness are so little felt in the schools that one often wonders for what purpose they ever became managers at all. I have reason to fear that, in some cases, their functions are usurped by the principal teachers, even to the extent of regulating the dismissal notices of the assistants. With this apprehension before my mind I cannot forbear from emphasising again the opinion which I have already expressed, that very much depends on obtaining the services of men of

Statistics of pupils.

recognised position and reputation as managers of all newly opened schools; that in fact these qualifications furnish the only guarantees on which any reliance can be placed that the responsible privileges and trusts of the office will not be abused.

The schools supply education to upwards of 25,000 children. A few figures on this point will be of interest; and I select the following, as among the more instructive, from the summaries of the Results Statistics which I have compiled for the year 1897 :—

Sex of pupils.	(a.) Number of pupils on Rolls at the close of Results Periods	(b.) Number qualified for Examination.	(c.) Average attendance.
Male, ...	12,342	9,298	9,211·8
Female, ...	12,602	9,144	8,758·4
Total, . . .	24,944	18,442	17,970·2

The population of the district is not readily ascertainable. I can only estimate it by approximation; but I am inclined to think it would be little, if anything, short of 150,000. The Belfast portion of the district alone has a population of probably over 120,000; Lisburn and its suburbs would furnish close on 20,000; and the population of the country area would be rather less than 10,000. Taking round numbers I may set down 24,000 as about the number of children educated in the urban schools, and the odd nine or ten hundred as the number educated in the rural schools. In the towns a considerable number of children of the school-going age would, doubtless, be enrolled in intermediate and private schools; yet they must bear only a slight ratio to the numbers on the registers of the National schools, for the figures cited above come pretty near the full proportion allowable in determining the school-going as compared with the aggregate population.

Compulsion.

There can be no question, so far as Belfast and Lisburn are concerned, that the children who should be at school are at school, at least to the extent of having their names on the school registers. Compulsion, which is legally enforced in both municipalities, accomplishes this much at least; though some who are well qualified to form an opinion would say that it accomplishes little more. In the country, however, there is no such guarantee; and it is not improbable that the returns from the country schools would leave an appreciable percentage of the children within the school-going limits of age quite unaccounted for. I have so little to do with rural schools that I would hardly be warranted in taking up time by dwelling at any length on their special needs and difficulties; but as I happen to have mentioned them in this connection, I must add that it is painful to hear the complaints which constantly proceed from them—complaints for which there is but too much foundation in fact—about the mischief wrought to the educational progress of the pupils, and the paralysis inflicted on every essay of the teachers, by irregular and intermittent attendance.

A peculiarity of the district.

Returning for a moment to the table given in a previous paragraph, I would wish also to direct attention to the totals which are found in columns (*b*) and (*c*). The number qualified for examination, it will be noticed, exceeds the average attendance by less than 3 per cent.

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector. Belfast.

Ordinarily this percentage is much higher. In the average rural district it would probably reach 15 or 20 per cent. The close agreement of the two figures is a peculiarity of this district. The causes which produce this agreement are distinctly local; and a brief account of them will be quite pertinent to the subject in hand. Not only so, but the subject might set up good claims to more space than I can afford to give it; for the course of the discussion would bring us face to face with several of the conditions of life of our working population which act and react, sometimes beneficially, oftener hurtfully, on the school-work of the district.

How explained.

The number of pupils who qualify for examination is generally higher than the number in average attendance, inasmuch as the number of school days which determines eligibility for examination is lower than the number of days which represents the average annual attendance per scholar. In this district attendance is more constant and regular than elsewhere. The average number of attendances for all scholars should, therefore, be comparatively high. The qualifying number of attendances is also lower than elsewhere, owing to the appreciable admixture of half-time pupils, some of whom qualify on eighty attendances, and some even on sixty-six. These considerations should prepare us rather for a wider divergence than usual in our figures, and not for the close approximation which is actually brought out in experience. The explanation of the matter is found in two sources of drain which are constantly operating to reduce the number of scholars on the examination list. A large section of our people are always moving about from place to place. Strange as it may appear, a factory population, swarming together in myriads around a great industrial centre, reproduce in their habits many of the characteristics of a primitive pastoral people. Their tendencies, at least in the lower grades, are equally migratory. They are sometimes set in motion by the better prospects of the new settlement, sometimes by the less worthy motive of escaping from their legal obligations in the old. Over and over again, I have seen children sent for on the morning of an examination, and heard word brought back that the house was closed, and the family departed, no one knew where.

Further reasons.

Owing to the unsettled abodes of the parents, and the state of flux and reflux which marks the habits of a large section of the population, it often happens, that, for a whole year or two, children will not be left stationary long enough to qualify for examination in any school. In other instances the children will have attended for the requisite number of days, perhaps in two schools during the same year, but will have forfeited in one or both the right of enrolment at the end of the results period, and, by consequence, the privilege of being examined. In either event gaps are made in the school life of the children, and the teachers find that their own remuneration in results fees is an asset which cannot be realised.

Eagerness to leave school.

Again, I frequently notice, on turning over the roll book of a school, that a considerable number of children who make the prescribed attendances in the early or middle portion of the results period, are withdrawn from school altogether before its close. Everywhere around me, indeed, I see numerous and well-marked indications that the eagerness to run away from school is growing in intensity year by year. A teacher may begin his year's work with good sized Fifth and Sixth classes, but by the end of the year the classes will probably have dwindled to one-half or one-third of their original dimensions. Work

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector. Belfast.

under such circumstances is not inspiriting. The teacher is curtailed of his own reward ; and the toil and trouble which he expends on his scholars never attain their full fruition. The hurry to escape from school bids fair to become a positive evil, and it is undoubtedly fraught with serious danger to the welfare of the rising generation. Instead of acting as a check, compulsion is really but intensifying the mischief. The Factory Act and the Compulsory Attendance Act enjoin attendance at school up to a specified age. They are actually interpreted in many cases as if they prohibited attendance after that age has been reached. The parents of the children know the exact day and hour when the law will have to relax its vigilance ; and it almost looks as if they were watching the hand of the clock lest a minute should be lost in freeing their hapless children from the thraldom of the school.

School training not complete.

In rural schools a main anxiety of the teacher is to get his pupils to put in the full complement of 100 days. The trouble here is of another kind : it is to prevent the disappearance from school of those who, through the instrumentality of compulsion, may have placed an ample score of days to their credit. If measures could be taken to secure this object the district returns as regards pupils eligible for examination and pupils actually examined would show an immediate increase. What is of far more importance the benefits of school life would be prolonged a little for the very class of pupils who are most in need of them, and the weight of a depressing vexation, which drives many a man nearly to despair, would be lifted off the minds and energies of the teachers. The most practical way to proceed would, of course, be by an amendment of the Compulsory Act. A very slight addition to its provisions should suffice for dealing with the special matter under notice. But questions larger and deeper are now being brought plainly into view by the increasing tendency, among industrial populations, to cut short the period of school preparation ; and sooner or later these questions will have to be considered. It must be acknowledged that, regarded even as a system of primary education, the training which the majority of the people who use the National schools are willing to receive as our hands is sadly incomplete, and the duty of rounding and finishing it is one that cannot be indefinitely postponed.

Action of parents.

There is nothing surprising in the fact that children now, as at all times, are only too willing to get away from the bondage of school. It has been so in all ages and climes, among all ranks and conditions of men. But the further fact that the parents of to-day signalise themselves by aiding and abetting their children in every form of resistance to the efforts of the schoolmaster is, to my mind, little short of alarming. We can bring education to the very doors of the people, and that has been accomplished here ; yet if they do not prize it as a blessing there is still but little hope for them. I suppose it is a law of our nature that we are liable to undervalue what we can obtain easily and cheaply. Are loss and gain but relative terms, and is the one incapable of existing without the other? It is, at all events, a curious phenomenon that apathy, even active hostility, to educational improvement, are found to flourish in their most dangerous forms in the very presence of the best educational facilities.

A factory population.

The root of the disease, however, is somewhat further to seek. The habits and character of a manufacturing population present many elements deserving of study; and I think I may claim that my portion of Belfast contains as typical a working population as is likely to be found in any other place whatever. A good part of my time for the past six years has been spent in the midst of these people. I have seen much of them with my own eyes, and more I have learned from persons who know them intimately. The dominating idea with them is wage-earning. This is the be-all and end-all of their existence. For it they wear themselves out in mills and factories before they reach middle age; and to it, they consecrate their children. The father is at work, the mother is at work, the sons and daughters before they have half matured in mind or body are snatched away from school and put to work. Work is waiting on every side for all who have hands to do it, and I really believe that, if it were not for the prohibitions of the law—prohibitions nevertheless, which are wholly insufficient to ensure the proper development of the boys and girls of this generation—children would be set to it even sooner than they are now. How, it may be asked, does all this affect schools and school inspection? In so many different ways that I shrink from the task of drawing them out in their full magnitude and significance.

Reports on the State of Education.

Mr J. P. Dalton, M.A., District Inspector.

Belfast.

It is far, indeed, from my intention to speak slightingly of devotion to work when conceived in a worthy spirit, or to disparage the motives of those who live by, not for, the wages of their labour. I can contemplate nothing nobler than the life of the man or woman who win their bread by honourable toil. The duty of preparing our youth to live such a life, bravely and uncomplainingly, should rank amongst the highest functions of the schools. But a jewel will gain nothing in lustre from a mean setting; and the most precious of all jewels, the manly virtues, if not shielded from base influences, too often become transformed into the opposite vices. The boys and girls of to-day will be the fathers and mothers of to-morrow. If we succeed in making something of them while they are with us, it is well: we may hope to be rewarded by seeing them rise a step or two in the scale of thinking, of willing and of acting. But if we fail in our duty towards them, if we do not lift them from their environment to where they may breathe a purer and more invigorating atmosphere, they will live in the future much the same lives which their parents live in the present. Their ideals will be no higher while their achievements will probably be lower. They will not become more efficient, more happy or self-respecting. On the contrary, they will deteriorate in physique, in mental power, in moral fibre.

Deterioration.

Some idea must have been formed by this time of the nature of the materials on which a large proportion of the teachers of this district have to work. I have, in previous reports, given my estimate of the character of their work, of its effects and of its limitations. I need not say much on this head now, as a description of the present state of the proficiency would necessarily, to some extent, take the form of a recapitulation. I will merely record my testimony that the teachers of the district, who make up, altogether, a teaching force of nearly 500 members, continue to work and, for the most part, to work with all their might. Within the lines laid down for them they are doing as much as can reasonably be expected. I am obliged to base my opinion of them largely—too largely, if it could be helped—on the results of the annual examinations of their schools; and this is a test which the great majority of them undergo successfully. There is little or no inefficiency in the district. I cannot conceal that I met a few cases during the

Teachers.

past year which presented some suspicious symptoms of that malady; but in deference to exceptional circumstances I considered it advisable in most of them to suspend judgment for a while.

How influenced.

Teachers are, of course, not always proof against the contracting influence of their professional difficulties, and the conditions under which their occupation is carried on here, while in some respects favourable are in others calculated to make them surrender too easily the determination to excel. Possibly they give way rather much to despondence and apathy. At all events theirs, like our own, is but ordinary human nature, and we must not expect it will always rise superior to circumstances. We must sometimes be prepared to see them settling down contentedly to a life of mediocre achievement, unsupported by great resolves and unilluminated by high aspirations. Those of them who are inspired by a true conception of the teacher's vocation need no incentives to zeal. Others require to have their activities braced, but in taking measures to that end it behoves us to be very careful lest the motives we set before them should serve but as temptations, and should end by dragging them down, in thought and action, to a lower than their normal level. To pay a teacher for passes, as determined by the answering of his pupils, seems at first sight to be a safe and wholesome stimulus. It might be so if it did not lead, by the irrevocable law of cause and effect, to making passes, and not perfection, the chief goal of his ambition. In educational doctrine the principle stands supreme that methods are of primary consideration, and that results can claim but a secondary and subordinate importance. In educational practice, as shaped by a system of pass payments, it is well known that this relation becomes absolutely reversed. The results of spurious methods may be positively ruinous; and yet who can undertake to say that his marking sheets are not often full of them? I took an opportunity, with the permission of the Commissioners, of drawing attention to these and other fundamental axioms in my last report, and of pointing out the dangers of ignoring them. Though they cannot be too often reiterated I do not propose to discuss them farther now; but I should like to be allowed to describe a grave abuse which is patent to everyone conversant with the inner working of our local schools, and which has, I think, a close affinity to our system of examination payments. I mean the complete want of correspondence at present subsisting between the classification and the capacity of pupils.

Classification of pupils.

Without any desire to commit myself to startling propositions I must begin by stating my deliberate opinion that in all the schools of my district, without exception, the average pupil would be much benefited by being depressed to the class below that in which he is enrolled. To put the matter in another way, I am convinced that if the Commissioners were to order to-morrow that all the pupils of the district should be kept for two years in their present classes, the regulation would be productive of nothing but good. No one questions the wisdom of the old custom of allowing land which is worn out by excessive cropping to lie fallow for a year. A similar treatment applied to our over-stimulated schools would, I am satisfied, have a most salutary effect. A man, however, should have more courage than I possess to recommend it. I have no liking for heroic measures or for clumsy expedients; and besides it is a permanent cure, not a temporary restorative, that is required. The remedy, I think, can be readily found; but before I produce my specific I had better explain how the evil has grown to such an extent.

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector. Belfast.

Why at fault.

The one plain rule of classification is simply this: that the child should be enrolled in the class from which he can derive the greatest educational advantage. The child's own fitness is the main thing to be considered, and not whether he will earn more money or less, or whether his passage through the school will be hastened or delayed. Yet the factors which should be eliminated are precisely those which are retained, while the factor which should be retained is almost invariably eliminated. The consideration which should govern the procedure in the case generally counts for nought. I am not thinking now of the teacher who promotes his pupils recklessly, without any regard to the dictates of the Examination Roll. Even the conscientious teacher who scrutinises the list of passes, and follows its guidance as an aid to judicious promotion, is carried along by the current farther than he can avoid, and finds himself after a while in a helpless plight. Passes of the lower order form but a very unstable basis for promotion. They are given for a minimum quota of answers to a prescribed number of questions, the answers for the most part being a special preparation compounded from an excessive quantity of verbal repetition and a very imperfect amount of understanding.

Disregard of pupils' fitness.

It may be said that an examiner could change all this by insisting on a full measure of understanding as the condition of a pass. He may take such a course, no doubt, but the immediate consequence would be to reduce the number of passes in his district by, perhaps, some 50 or 60 per cent. I refrain from speculating as to where this result would be likely to lead us. At all events, the passes are actually given according to very definite rules, and the passes so given furnish no adequate guarantee that the pupil who obtains them is always fit to be advanced to higher studies. The teacher, however, is naturally reluctant to instruct this pupil for little or nothing the following year, and he promotes him to a class in which he will be eligible for more results fees. Nor is the teacher altogether master of the situation. If he keeps the pupil back, he does so at his own peril. The parents want their child hurried through the school course as quickly as possible, in order that they may hire him out for a few shillings a week to some degrading occupation, and augment by his labour the bulky earnings of the family, which in many cases will be applied to no good purpose at the end of the week. If one teacher takes a stand against the importunity of the parents, his colleagues close by will probably be of a more obliging disposition, and the child is certain to be withdrawn from his school. Thus, teacher and parents join forces against the pupil, while the inspector, powerless to protect him, can only look on pityingly.

Dangers of too high classification.

If this be a true picture of what takes place—and I am confident there are not many teachers in my district who will fail to recognise its fidelity to the existing state of facts—the machinery for regulating the classification of our pupils must, surely, be in urgent need of readjustment. No reliable work can be expected from a balance which is not poised evenly on its fulcrum, or from an optical instrument which has got out of focus. Everyone knows that nothing but harm can result from putting children to learn things which are above their intellectual grasp, or from inventing devices to give a temporary lodgment in their minds to names and ideas which are beyond their powers of assimilation. Until such destructive practices are given up, the pursuit of excellence will remain an idle dream, and perfectibility can have for us no more than a theoretical interest. Freedom of classification has much to commend it, and in ordinary cases there should be no necessity to challenge the discretion of an intelligent and trustworthy

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector. Belfast.

teacher. But when strong forces act concurrently, as they do here, to drag the teacher in a wrong direction, it is a mistake to suppose that he enjoys any real freedom, and official non-interference does not mend his position.

A remedy.

The problem, then, is how to neutralise these adverse forces. I have long thought that there is, at least, one obvious mode of doing so. If the results fees were given, not for individual passes, but in the form of a class payment, the teacher would have no motive to fill up the class with pupils of doubtful fitness. His motive then, in fact, should operate the other way, as every failure would count against the estimate of the class as a whole. A backward pupil now is considered by himself; his answering does not affect the amount of fees earned by the other pupils of the class; no one has to pay forfeit for him when he is discovered and exposed. But under the suggested scheme, the failures of such a pupil would, in the process of weighing the class proficiency, counterbalance so many passes made by the others; and the interests of his own pocket would soon make the teacher aware that this pupil was out of place. I assume, of course, that no payment would be made for a bad class. But the general effect could be much increased by giving, in addition to the ordinary payment, a merit grant for a really good class. A pupil whose answering might depreciate the answering of a certain class is often quite able to take a leading place in the next lower class; and in the lower class he would then, in all likelihood, be found enrolled.

Class payments.

A system of class payments arranged on the plan of a base fee for passable answering, and a merit fee for excellent answering, would, in my opinion, check the headlong pace at which promotions now proceed, and, if it did this, a new era would be opened for teachers and scholars. It can hardly be objected that the plan would be inconsistent with the fundamental requirements of our educational system. In point of fact, it would conform much better than the present arrangement to the principle known as payment by results. I have often wondered how it was that the term "results" came to be associated so distinctively with the system of education which obtains in our schools. As a "results" system it has been assailed, and as a "results" system it has been defended; and yet it should be evident, on a little reflection, that it can be called a "results" system only in a very restricted sense. The essence of such a system may, I presume, be defined as payment in proportion to the ascertained success which attends the skill and efforts of the teacher throughout the entire circle of his duties. Three-fourths of the emoluments of our teachers are given independently of any tests of efficiency; while the item of results fees, which is brought to bear on the very part of their work that calls most for measure and deliberation, is not, in any true sense, proportioned to achievement. It does not take account of superior quality in the instruction, of educative methods, of degrees of intelligence, of meritorious as distinguished from common workmanship.

System of payment.

When a thing is allowed to appropriate to itself an epithet which does not rightfully belong to it, confusion of thought must be the inevitable consequence. I raise no question as to the rival merits of a results and a non-results system. My business is with the education of my district—in what it consists, what are its shortcomings, how to make the most of it with the implements within easy reach. Whether a results system be in itself a good or a bad thing, I leave to those who are more competent to determine. I only observe at present that individual marking, individual returns and individual payments form

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast.

no essential part of it. Neither, indeed, does individual examination; but I think so highly of this instrument for probing the defects of a school, that I prefer not to compromise its worth by cataloguing it with the useless articles in whose company it has been our pleasure to locate it. Individual payments give, I am satisfied, in many cases, a false direction to the work of our schools.

Misdirected labour.

And here again, something will be gained from clearness of definition and of statement. In the minds of many, the present position of affairs is sufficiently vindicated as soon as it has been demonstrated that people now are kept more busily employed than they used to be. Idleness is, of course, a great evil. But hard work, as such, is not necessarily an unqualified good. Before we pronounce on its title to be so considered, we must make sure that it is well directed and well applied. Idleness is one thing; misdirected labour is another. Fortunately the two, though often made to appear as alternatives, do not exhaust the classification of things possible. A wise educationist will eschew both one and the other, and will steer his course by the compass which points to the true pole. His life will be devoted to work; but to work which is the manifestation and the fulfilment of productive thought and purpose; which is formative and vitalising; which goes forward "without haste and without rest"—to adopt Goethe's fine phrase—always self-confident and always self-satisfying, which is touched with a spirit of enthusiasm and is not enfeebled by the oppressive consciousness of ineffectual endeavour. He will not allow himself to be put about by impatience to arrive at a tangible result, nor to be content with the mere skeleton of a result without filling in the flesh and features.

Explanation.

The teachers of this district are perfectly capable, under favourable conditions, of raising the schools to a high state of efficiency. Many of the principal teachers are taken from among the picked men of the service; and principals and assistants alike possess, in large measure, the industry, the intelligence, the perseverance to bring the teaching art to perfection. I have had ample evidence of this during the past year in the successful attempt which has been made to meet the new requirements with regard to explanation. The manner in which the teachers have responded to the increased demands in this subject is, on the whole, very creditable. But even here we seem to be pursued by the same evil genius which tracks our footsteps in every part of the school course. Just as the secret has long been known for passing pupils in arithmetic and grammar without any real development of thinking force, so there are not wanting indications that we must be prepared to encounter frequently such a curiosity as explanation without comprehension—explanation driven into the heads of the pupils, in deadly earnest, by a sledge-hammer process with bald synonyms and dictionary meanings. When a child wants light it does not help him to be taken from one dark room into another. But, of course, he must be practised to rhyme off something for rehearsal at the examination; and if he is but able to articulate an answer at all, the indulgence and forbearance of the inspector are trusted to make up for the rest.

Art of teaching.

While teaching, in the best sense, therefore, is not by any means a lost art, still it is not held in the high esteem it deserves. It is not, in truth, the pure art that is generally cultivated at all. It is an alloy, and not the native metal, that is in circulation. The art of teaching, as it is to be found in our schools, is seriously—I do not like to say grossly—adulterated with the art of cramming. And cramming, or

Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast.

grinding—or whatever may be the most descriptive name of this well-known bye-product of examination systems—is, I am afraid, not separable in practice, though it may be so in intention, from the work of a teacher who e first and last thought must be to have his pupils at all hazards equipped with the answers to so many questions within a given time.

Examination of all pupils.

If class returns were accepted, a considerable portion of the time now devoted to examinations could be economised for other and more educational purposes. It would also be possible to include in the general valuation certain aspects of the school work that are at present left out of sight, to the injury of the scholars affected. It would be very desirable, for example, that the parents of the pupils who have not made the prescribed number of days for examination should receive the assurance afforded by a careful inspection that their children were not neglected. The 100-day regulation is somewhat artificial, and might, with advantage, be abolished under the altered circumstances. All the pupils on the roll at the close of the school year would thus become eligible for examination.

Attendances.

I would suggest, however, a simultaneous revision of the rules which apply to the registration of attendances. As those rules stand a child may obtain credit for an attendance by being present for a very few hours of the day, while on the other hand he may lose credit for his attendance though he has been present during the entire school day with the exception of a few minutes at its close. I will take for illustration, not extreme instances, but such as are of ordinary occurrence in most city schools. Let us suppose the school day to begin at 9.30 o'clock, and to end at 2.30 o'clock. A comes to school a few minutes before 11 o'clock; he goes away during the recreation half hour, say from 12.30 to 1 o'clock, and perhaps does not return for some twenty or thirty minutes afterwards; his whole time at school during the day thus amounts to about two and a-half hours. B is present at the opening of the school and remains in continuous attendance until after 2 o'clock; his whole time of attendance being, therefore, over four and a-half hours. Under the technical requirements A may be credited with an attendance, whereas B may not. The effect of this is to put a premium on late attendance, and on the interruption of attendances throughout the day. If it were permissible to present all the school without exception for examination, the interests of teachers, pupils and parents would be materially served. It would be a further service, and not by any means a set-off, that school attendance should be made a more genuine and reliable thing than it now is. I would recommend that the rolls be called and the attendances made up within half-an-hour of the opening of the school every morning, and that these duties be in no case deferred later than 10 o'clock. I should expect from this slight reform a great improvement in punctuality of attendance, and in the profitableness of the morning lessons. The kindred trouble of broken and incomplete attendances, which is very annoying here, can be effectually removed only by the division of the school day into two parts, each a separate entity in itself for the purposes of instruction and of book keeping, and by allowing a reasonable interval between the morning and the afternoon sessions.

While so many are bent on shortening the school-day, and on shortening school-life, as much as possible, the work of the schools, no matter how well conducted, must appear crippled and stunted in form. More compulsion may be necessary; but compulsion after all is a last resource, if not a confession of powerlessness, and like all physical

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Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector. Belfast.

Kindergarten.

strains creates a reverse action which does much to defeat its purpose. But something, surely, could be done to attract the growing boys and girls, and to chain them by the bonds of interest and of satisfied activity. This is being actually accomplished for the younger children by the spread of kindergartens. Everyone here acknowledges the immense value of kindergarten instruction, not only in its educative usefulness, but also in its power of fascinating the children, and of winning them even out of the nursery. I am pleased to be able to report that the subject is still extending. At the last examination over twenty teachers of my district qualified for certificates; and I think it probable that before very long there will scarcely be an infants' school or department in the district without its kindergarten teacher. If there is any virtue in analogy, it should be allowable to assume that suitable hand work and scientific instruction of a practical kind would have similar effects in the higher classes. Card-board and wire have been found elsewhere to furnish appropriate materials for manual work in the intermediate classes, and wood and metal in the more advanced. I have seen an adaptation of the Sloyd system in an industrial institution here, and I have been led to think highly of it. But the close of a long report is, of course, not the place to enter with any detail on the consideration of this extensive subject.

Manual training.

(*a.*) Educational aspect.

The need for manual and practical training is now, I would hope, very generally understood. I have spoken only of the attractive function which it would be likely to perform in favour of the schools. This, by itself, might not be much to boast of; but such instruction possesses in its own right plenty of solid and intrinsic recommendations. The subject, considered broadly, has an educational and an industrial aspect. With the purely literary aims of our present education we leave behind us, so to speak, large uncultivated tracts in the minds of the pupils. I have no occasion to found myself on the eminently unpractical character of the instruction in agriculture, or in other objective studies. I look to the sum-total of intellectual results; and what do I find? That memory and acquisition are exercised beyond their strength; that judgment and reasoning receive no systematic development; that the observing and constructive faculties are allowed to lie completely dormant, no one deigning to trouble himself in the least about them.

(*b.*) Industrial aspect.

From all I can hear I consider it most probable that provision will soon be made in this city for a scheme of technical education adequate to local wants, and answering fully to modern requirements. Technical schools, however, no matter how well organised, or to what extent multiplied, will not be fairly started on the road to efficiency unless something has previously been done to fit their students for turning the instruction to the best account. Manual training in primary schools is an indispensable preliminary to successful technical education; but apart from this preparatory utility, the early fostering of industrial aptitudes and habits has great and independent merits of its own.

Continuation schools.

It is lamentable to see so often children taken from school at an immature age by persons who could well afford to leave them there; and it is still more lamentable to find how little of what they have learned survives the absence of a few months. A child whose school course ends with the Fourth or first stage of Fifth Class will not retain, after a twelve-month, more than the merest rudiments of his education. This is a loss to the whole community: and it is much to be desired that such children should have some opportunity of preserving and consolidating, if not of supplementing, the little stock of knowledge which

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Reports on the State of Education.

Mr. J. P. Dalton, M.A., District Inspector.

Belfast.

they carry away from school. Evening schools of the old type did useful work in their time; but they were mainly concerned with adolescent illiterates; and, in this district, at least, illiteracy in its crude forms having practically disappeared, the occupation of those schools is gone. Our position here at present is this: we bring the most of the children to the fourth or fifth standard, but there we let them go adrift. What we require, therefore, is evening continuation schools which would take up and carry on the work of the day schools, and develop it practically in directions beneficial to the after-life of the scholars.

Needs of a mill population.

I have said so much already about the condition of our working population that I must not think of re-opening the subject. Houses, of course, they inhabit, but not homes,—at least in any sense in which the sacred word home is ordinarily understood. To-day we see them a teeming population, but a generation hence there would be little trace of them left if the loss through internal decay were not made good by continual accretions from without. The new-comers press in eagerly in the pursuit of wages also; and, no doubt, an occasional individual may rise, in so far as material accumulation can be called rising. But the broad mass of them will, it is to be greatly feared, be carried down, step by step, from one social stratum to another. The education of day schools cannot easily be adapted to the special wants of such people; but evening schools would find very fitting employment in directing their eyes upwards, and in bringing them, by well-arranged courses of instruction, to better thoughts and ways. If only the young girls could be reclaimed from the wage-hunger, and trained in some of the occupations and accomplishments which promote domestic comfort and happiness—housewifery, for example, plain cooking, laundry work, garment making and so forth—the benefit to themselves and to everyone concerned would be simply incalculable.

Conclusion.

It will be inferred, from what I have written, that the problem of elementary education has not yet been finally solved in Belfast; and it may not prove inappropriate that a considerable part of this paper should have been devoted to indicating the principal data for the next step in the solution. Nor should the local complexion of the narrative prevent its being of help for the resolving of more general questions. The tendencies of human nature are everywhere much the same, though sometimes they appear exaggerated in particular places and circumstances. The educational principles to be deduced from them are, also, of universal application: they cannot be violated, with impunity, in small schools or large, in town or country, in the infant's department or the university college.

I am, Gentlemen,
Your obedient servant,
J. P. Dalton.

The Secretaries, &c., &c.

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus, February, 1898.

Carrickfergus.

GENTLEMEN,—I have the honour to submit the following General Report on the Carrickfergus District.

Schoolhouses.

The total number of schools remains the same as when I furnished my last Report in 1896. Three new vested schools have been erected, replacing unsuitable houses.

Quite a number of schoolhouses have been repaired or enlarged, and there are now only five schoolhouses in the district which I would describe as bad. The schoolhouses are as a rule very comfortable, well warmed and ventilated, and with proper sanitary arrangements.

Epidemics.

In various localities there was an outbreak of an epidemic of some kind, but speaking generally of the district, the exceptional causes that militated against progress in the schools were not greater than the normal amount, and there is nothing calling for special remark under this head.

There is a slight increase in the total number of teachers in the district since 1894, 207 now and 203 in 1894. There are now 24 workmistresses, in 1894 there were 15.

Teachers' classification.

The classification has risen, as is shown by the following table :—

	I^1.	I^2.	II.	III.
1893.				
Males, ...	10	15	80	36
Females, ...	2	13	18	29
	40		98	65
1896.				
Males, ...	7	21	55	29
Females, ...	1	16	50	28
	45		105	57

The percentage of teachers in the lowest class fell from 38 per cent. in 1890 to 32 per cent. of the whole number in 1894. Since 1894 it has fallen from 32 per cent. to 27 per cent. This I consider satisfactory progress, but it is due chiefly to the training colleges, as few teachers cared to undergo the labour of study and the ordeal of an examination, with the risk of failure and the stigma attaching to it. Last year a larger number than usual showed a desire to attend the examinations at the district centre, and this year the number of applications for admission is abnormally large—probably unprecedentedly so in this district—due no doubt to the desire of many to take advantage of the old familiar programme before it finally disappears. As I have invariably found, this laudable ambition to rise in classification is almost wholly confined to the male teachers. In past years scarcely any female teachers have attended the annual examinations as candidates for promotion. This difference is probably due to male teachers having adopted their profession as their life work, while female teachers contemplate the possibility of entering on another mode of life.

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector, Carrickfergus.

School fees.

Compulsory attendance Act.

Education is practically free in this district. School fees are not charged in more than a dozen schools at the outside. At no time were the school fees levied in this district a burden on the parents, and their abolition has therefore had little effect on the attendance.

Though I have no desire to overload this report with statistics, the following returns are so interesting, as showing the effects of the Compulsory Attendance Act in the three towns in this district, Carrickfergus (with the county of the town of Carrickfergus), Larne and Antrim, that I feel justified in publishing them. The Act came into operation from the 1st January, 1894. The returns are for the three years before this date, and for the four years during which the Act has been in force.

CARRICKFERGUS.

Year.	No. of Schools.	Gross Total. Average on Rolls for Year.	Gross Total. Average attendance for year.	Percentage of attendances to number on Rolls.	Year.
1891	29	1,581	1,033	65·3	1891
1892	"	1,580	1,027	65·0	1892
1893	"	1,671	1,121	67	1893
1894	"	1,712	1,250	73	1894
1895	"	1,656	1,192	71·9	1895
1896	"	1,610	1,158	71·9	1896
1897	"	1,522	1,004	66·0	1897

LARNE.

Year.	No. of Schools.	Gross Total. Average on Rolls for Year.	Gross Total. Average attendance for year.	Percentage of attendances to number on Rolls.	Year.
1891	9	1,054	734	69·5	1891
1892	"	1,072	745	69·4	1892
1893	"	1,119	784	70	1893
1894	"	1,145	868	75·7	1894
1895	"	1,172	880	75	1895
1896	"	1,221	925	75·7	1896
1897	"	1,260	918	72·8	1897

ANTRIM.

Year.	No. of Schools.	Gross Total. Average on Rolls for Year.	Gross Total. Average attendance for year.	Percentage of attendances to number on Rolls.	Year.
1891	6	413	276	66·9	1891
1892	"	394	273	69·3	1892
1893	"	405	284	70	1893
1894	"	432	318	73·8	1894
1895	"	439	304	69	1895
1896	"	459	315	68·6	1896
1897	"	463	313	67·4	1897

I do not propose to enter into an analysis of these figures, or of the lessons they teach, but I may observe that they show that the Act has had little effect in increasing even the *regularity* of attendance. In Antrim the attendance is actually less regular than before the Act came into operation.

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Carrickfergus.

The effect of the Act is declining

It will be observed, also, that the effect of the Act was greatest in its first year, before its provisions were understood. The Carrickfergus Attendance Officer enters his visits in the school report books, which gives me an opportunity of judging how he discharges his duties. He is very attentive to them, and I believe does his best to make the Act a reality. Considering the elaborate character of its machinery, the results are disappointing. It is too loose in its construction, there are too many loopholes for evasion, and the penalties are not sufficiently stringent to inspire delinquents with respect. The increase in the schoolgoing population of Larne I attribute to the growth of the town, which is one of the most prosperous provincial towns in Ireland.

Efficiency of schools.

I am satisfied that there is a general improvement in the efficiency of the schools in this district. I do not think that the improvement is great or that it is universal. One is often encouraged by finding a school improved, but one is also discouraged by finding retrogression. For the latter, there may often be a reasonable excuse, such as an epidemic in the locality, or illness of the teacher during the year, but too frequently it is because the previous improvement was the result of a spasmodic effort, and the school is settling down again into its normal state. As I have said, I believe that the general efficiency of the schools is rising, though slowly.

Infants.

It is rare to find poor proficiency in reading and spelling in infants' class. The programme is so short, and the time for teaching it (practically the whole day) so long that failures must be rare.

The regulations for the presentation of pupils in infants' class are not sufficiently strict to prevent pupils from being kept an unduly long time in infants' class. As they are now, there is nothing to prevent a pupil from being examined six years in infants' class, and paid for each year, until he has completed his eighth year. The only question asked, if the pupil is enrolled in infants' class, and under nine years of age, is whether he was under seven when he was enrolled, and if he was, he is eligible for examination. The consequence is that a pupil, who never attended school till he was seven years of age, cannot be examined and paid for, even once, on the full infants' programme, while a pupil of the same age, who has been attending school and has been examined every year since he was three years of age, *can* be examined and paid for as an infant. The reason is evidently a technical one; a pupil admitted to the school, when over seven, is not technically an infant, and so should be enrolled in First Class, though he may not have learned the alphabet, and being enrolled in First Class, is not eligible for examination as an infant. This difficulty is not, I think, insurmountable. A pupil seven years of age, who passes satisfactorily in infants' class on the full programme should *ipso facto* be promoted to First Class.

Circular of May, 1896. Infants' classes.

The regulations for the teaching of infants' classes, contained in the circular of May, 1896, which require at least two suitable infants' school exercises—as the use of the ball frame, drill, singing, conversational object lessons, and elementary drawing—would be of great benefit, if acted on. They are not acted on, unless in infants' schools, or schools with infants' departments. In ordinary schools there is not the necessary apparatus, and but few teachers have been trained to give these school exercises.

Kindergarten.

Kindergarten has not been introduced into any of the infants' schools in the district. If I mistake not, none of the teachers in charge of these infants' schools has a certificate for teaching kindergarten. The expense of the apparatus also prevents the introduction of kindergarten into many schools.

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Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus.

Object lessons.

It is only within the last few years that object or conversational lessons were introduced into these schools. These object lessons, in the hands of teachers capable of imparting them, may be made a valuable auxiliary of education.

Reading and explanation.

More attention has been given to reading and explanation of late. All teaching is given with an eye to the Results examination, or rather to the part of the examination for which the fees are paid; hence the almost invariable neglect of explanation, and the inferior character of the reading found in Irish schools. The change in the Results Programme, which combines explanation with reading to determine the pass, has secured more attention to the former branch. When examining under the new programme, I have not infrequently been told by teachers that they had not taught explanation, because they did not know it was required, except as a sub-head. I have given special attention to reading, endeavouring to get intelligence and expression as well as the mere mechanical recitation of the words, and sometimes a marked improvement is met with, but the Results system has almost entirely crushed good reading out of the schools, by putting mediocrity on the same level as excellence. If teachers find that it pays them to teach reading well, they will do so, but not otherwise. I believe that the recent changes in the programme, which raised the standard to some extent, have proved beneficial.

Writing.

Writing is in general very fair. It is seldom bad, and sometimes very good. Letter-writing receives more attention than it formerly did, and there are fewer failures in it. I cannot, however, say that this important branch is well taught as a rule.

Arithmetic.

The percentage of passes is frequently good, generally very fair, and rarely unsatisfactory in Arithmetic. The difficulty one has to contend with in the junior classes, is, that so many teachers are satisfied if the correct answer is got, irrespective of the time or way in which it is reached. Counting by strokes is practically banished, and finger counting is by no means so prevalent as it was a few years ago. "Lip counting," however, or adding and subtracting one at a time, is still very common. In many schools, the method of adding by the unit figure (as 16 and 8, 6 and 8 = 14, unit figure 4, therefore 16 and 8 = 24), known in England, I believe, as Sonnenschein's method, is practised, and as a consequence there is a greater improvement in the junior than in the senior classes.

Defects in the teaching of Arithmetic.

The chief fault observed in the mode of teaching this subject, is the one so generally noted by Inspectors—insufficient use of the blackboard. The effect of the rigidity of our mode of examining senior arithmetic classes is, that teachers simply prepare the pupils to work the questions on the cards, rather than teach a thorough knowledge of the principles and train the pupils to apply them. Arithmetical cards are no doubt useful in their own place, to test the knowledge of the pupils towards the close of the Results' year, but they should not be used so much instead of text-books.

Suggested remodelling of programme.

I would take the liberty of recommending an entire remodelling of the programme in Arithmetic. There is something to be said in favour of the programme at present in use, which proceeds on the principle of introducing a rule, and when pupils are expert in working it, intro-

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ducing another rule. This plan should secure mechanical expertness, but, in the opinion of the best educationists, is not the best way to teach the subject.

Infants.

I should advocate the introduction of Arithmetic in the senior infant class, which might be taught the value of numbers up to 10 or 12 by objects (as in a ball frame), to set down or read any number up to 10 or 12, and to add pairs of numbers, whose sum does not exceed 10 or 12. Some such elementary programme would be quite within the capacity of pupils of the age of six or seven, and would give them an agreeable variety of occupation. The use of an abacus or ball frame in every school should be insisted on, and, in all operations with numbers, the concrete should precede the abstract.

For the remaining classes, I prefer suggesting the general lines which might be followed, rather than a detailed programme for each class.

First Class

In First Class, pupils should be trained to know thoroughly the addition and subtraction tables. They might also be required to perform the operations of addition and subtraction orally by counting forwards and backwards by certain intervals, as 2, 3, 4, and 5, up to 40, adding on slates three lines of two figures each, when the total will be less than 200, and subtracting with the minuend not exceeding three figures. Pupils should be able to read and set down numbers of three figures as at present. Counting forwards by intervals is of course addition, and counting backwards subtraction. The two rules can thus be easily taught together, and the mental processes of addition and subtraction are at once understood.

Second Class

In Second Class, pupils should be able to count forwards and backwards by intervals of any number from 2 to 10 up to some fixed number, as 50 or 60, to mentally add two numbers whose total is less than 100, or subtract one number from another which is less than 100. The slate addition and subtraction might be rather easier than at present, but easy addition of shillings and pence might be introduced, the total not to exceed £1.

Multiplication and division tables should be introduced into this class with slate multiplication and division, when the multiplier or divisor is not more than 10, and the number to be operated on does not contain more than three figures.

Tables should be introduced from the very lowest class, even from the infants class, which might learn the sub-divisions of one shilling, as 12*d.* = 1*s.*; two sixpences = 1*s.*; four threepences = 1*s.*; two halfpennies = 1*d.* In the First Class, pupils might also learn 10*s.* = £$\frac{1}{2}$; 5*s.* = £$\frac{1}{4}$; 2*s.* 6*d.* = £$\frac{1}{8}$; 2*s.* = £$\frac{1}{10}$ *Time*—7 days (with names) = 1 week. *Length*—12 inches = 1 foot, 3 feet = 1 yard.

In Second Class, pupils might learn :—*Time*—24 hours = 1 day; 12 months (with names in order) = 1 year. *Weight*—16 oz. = 1 lb., 14 lbs. = 1 stone. *Capacity*—2 pints = 1 quart, 4 quarts = 1 gallon.

All work should be done with concrete objects, and, in Second Class, the easy multiplication and division exercises could without any trouble be used to give the pupils a grasp of the root of the principle in reduction, *e.g.*, when multiplying by 2, it is as easy to suppose that the number multiplied is pence, as that it is an abstract number, and but little teaching would be required to show that multiplying pence by 2 makes halfpence of them.

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector, Carrickfergus.

I need not pursue this further. I hope I have conveyed the general idea which I wish to convey—operations on small numbers, and a variety of operations (both mental and on slate) from the very beginning. I am satisfied that such a line of study would develop the pupil's intelligence in a way which the present course could not do. Within the limits of a general report, it would be impossible to elaborate a detailed scheme for each class.

Spelling.

Spelling is more satisfactory in the junior than in the senior classes. It is easy to understand why. The programme is easier in First and Second Classes; these classes have fewer subjects than the others, and, therefore, more time for each, and the spellings of the words at the head of the lessons can be learned as a home lesson. Besides, it is much easier to exercise pupils in oral spelling than in dictation. I do not consider that Spelling is well taught in the senior classes of our schools. This is seen, perhaps, better in the letters written by Fifth and Sixth Classes than in the dictation exercises. Even in these classes such words as "the" and "they," "there" and "their" are frequently confounded; and pupils not infrequently pass in Spelling on the dictation exercise, whom one would pronounce bad spellers from their letters. The reason is, that the minimum standard for a pass is too low, but, if the standard is low, the fee also is low. Spelling is the only subject in which the fee does not rise with the class. There is a lower fee paid for it than for any other subject, and the fee for a pass in the highest class is the same as for a pass in the lowest. If this is based on the estimate that Spelling is more easily taught than any other subject, the idea is, I am convinced, a mistaken one. The fee is so small that it does not pay teachers to give much time to dictation, and so the subject too frequently receives little attention. I would strongly recommend an increase in the fee for all classes above Second, and a corresponding raising of the standard of a pass.

Grammar.

Further experience has confirmed the opinion to which I have given expression in former reports, that the Grammar taught in our schools is of little, if any, practical value. The fee paid for Grammar from the lowest class (Third) to the highest (second year of Sixth) is paid for parsing pure and simple, and, the violations of the most elementary rules of syntax, constantly met with in the letters or compositions of Sixth Class pupils, show that the Grammar they have learnt has not taught them to write correct English.

No analysis is taught in any class.

Suggested remodelling of programme.

I venture to recommend a thorough revision of the programme in Grammar, from the lowest class upwards, on different and more practical lines than those followed at present.

Third Class.

In the lowest class in which Grammar is taught it would be sufficient to confine the pupils to the noun, adjective, and verb. In addition to distinguishing these parts of speech in a sentence, pupils should learn the formation of the plurals of nouns, and form sentences, using the subjects in the singular and in the plural, with their verbs in agreement. This would teach them to use nouns and verbs correctly. This teaching need not be wholly confined to the grammar lesson, as pupils should always be corrected when, in their ordinary speech, they violate this rule of agreement.

In the verb, they might be taught the present and the past tense, not from a text-book in Grammar, but practically, from their daily use of the words.

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus.

Finally, the elements of analysis might be taught. It is as easy to teach pupils, that the verb is the word that makes the assertion, as to teach the old misleading and inaccurate definition that it is a word that implies action, and if that definition be taught, it is easy to get pupils to call the verb the *predicate*. Pupils of this class can easily be taught to recognise the noun, which is the *subject* or thing spoken of.

Fourth Class, &c.

In the next class (Fourth), noun, adjective, pronoun, and verb could be etymologically treated, with so much of syntax as relates to the agreement of a verb with its subject, and the government by a verb of an object, and practical application of these rules in sentences formed by the examiner or by the pupil. Analysis could be extended by the introduction of the object, and by the separation of the subject and predicate being greater than in the class below. This course would require pupils to correct grammatical errors, where the verb and its nominative did not agree, or where the object (if a pronoun) was not put in its proper case. This line of study might be followed class by class—etymology, syntax (with practical application of the rules taught, to the construction of sentences by teacher and pupils), and analysis being taught side by side, in an ever-widening circle, until in the highest class the pupils had a clear idea of the construction of sentences, and some practice in speaking and writing correct English, as well as in pointing out grammatical errors. I have no doubt that even parsing (to which we now give our whole strength) would be taught more easily and successfully, when the pupils understood the relations in which the various parts of a sentence stand to one another. To outline a programme in Grammar for each class is beyond the limits of space at my disposal. I can merely sketch, in a general way, a course of study which, if followed, would, I feel assured, be of more practical and permanent use to our pupils than the system which we have followed for so many years, and would be fully as easy to teach. The subject is useless if the pupil is not taught to think, and simple language should be used both by teacher and by pupil.

Geography.

The proficiency in Geography continues very fair, and is generally improving. Map-teaching receives more attention than it formerly did. I am still of the opinion expressed in my last General Report, that the programme in this subject should be revised for each class. The elements of Mathematical and Physical Geography should be combined with Political Geography for all classes. The Third Class should be taught to understand and explain in their own language the more common geographical terms as island, cape, strait, &c. These could be taught from the map, using it as a picture, or from the blackboard, or, as is done in some Continental schools, from natural objects, a pool of water representing a lake, land projecting into it, a cape, land or a stone in it representing an island, &c., the great object being to get the *idea* conveyed to the mind of the pupils, that they may seize it and make it their own. This is better than a definition, however good, committed to memory. Pupils will remember the one when they have forgotten the other. This class might also be taught, in addition to its course of Political Geography, a *few* facts of primary importance connected with Mathematical Geography, such as the form of the earth, the motion of the earth round the sun, and the motion of the moon round the earth. Having expressed my opinion at such length on the subjects of Arithmetic and Grammar, I shall not enter further into the consideration of this subject, or say more than that I think a

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector. Carrickfergus.

thorough revision of the programme is required. With increased freedom in the use of text-books, it should be possible to treat the subject more interestingly and intelligently, and less as a mere pointing out of names on a map.

Agriculture

The text-book on Agriculture is taught in general with very fair success. The subject is not, I think, a popular one with teachers or pupils. It is taught in country schools because it is compulsory, and in some town schools on account of the large fee paid for it. Speaking for myself, I believe that too much is expected from our primary schools in the teaching of Agriculture. All that can be done is to teach principles from books. The practical knowledge must be got elsewhere. He is a bold man who would say that the average teacher would or could make a farm more profitable than the average farmer could. School farms *might* be productive of benefit, but I have never observed that they had any effect for good, or that the farming in their immediate neighbourhood was of a higher class than the farming in other parts of the same county. If Irish farming is to be made more scientific, it can only be done, I believe, by having a few agricultural colleges scattered over the country, in the charge of specially-trained and highly-qualified experts, whose students would receive a practical and scientific training in agriculture. How the small farmers, who are the backbone of Irish agriculture, are to be affected, unless by the spread of education, accompanied by greater intelligence and energy, which would enable them to imitate their more skilful neighbours, I do not know.

Extra and optional subjects.

Of extra and optional subjects those most generally taught in this district are Vocal Music, Drawing, and Algebra, and, as a rule, the proficiency attained to is very fair.

Time Table.

A well arranged Time Table is of the first importance. Speaking for myself, I do not think it advisable to interfere with the arrangement of a school time table, beyond pointing out any glaring defects I may happen to see. Efficient teachers may be relied upon to carefully observe their Time Table, unless at exceptional times for some special reason but if one or more subjects have fallen in proficiency behind the others, it is better to improve them by a special morning or evening class. Teachers who are unpunctual or inefficient will in all probability break through their Time Table arrangements. When unsatisfactory proficiency is found in certain subjects, a frequent contributing, if not principal, cause is that insufficient time has been given to them. I would strongly recommend that the Commissioners prescribe a minimum amount of time per week, to be given to each subject, if not to all subjects certainly to obligatory ones. The minimum would of course vary with the subject.

Minimum time.

Suggestions for reducing number of classes in small schools.

One of the chief difficulties, which teachers of small schools have to encounter, is the large number of classes which must be kept employed at the same time, often by a single teacher with no assistance. With a little ingenuity, a programme might easily be drawn out in certain subjects, which would allow two classes to be taught together, and have, in two years, the same ground covered as would have been covered by the two classes if taught separately. Of course, this would not apply to a subject like geometry, which rises step by step from a substructure, but it might be applied more or less to all the compulsory subjects of the programme, with the exception of Grammar, in which, if properly taught, there is more or less of a logical sequence. There is no sequence of

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Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus.

thought in the teaching of map geography. A knowledge of the map of the world is not required in order to learn the map of Ireland or *vice versa*, nor is there any priority in thought which requires the geography of Europe to be learned before that of the British Islands. Third and Fourth Classes might be grouped in this subject. First and second stages of Fifth might also be grouped, and so too with first and second years of Sixth Class. For example, if Fourth Class next year learned Ireland, Third Class might also have Ireland as its programme. In the following year, Fourth Class passes into Fifth, the old Third becomes Fourth, and both it and the new Third learn the outlines of the map of the world. In this way, every two years the world and Ireland are covered by every pupil who passes through Third and Fourth Classes as at present, while there is only one class in Geography instead of two as at present. The same principle might easily be followed in the two stages of Fifth, and also in the two years of Sixth.

In the same way for reading and dictation, the two stages of Fifth Class might read alternately the first and second halves of the Reading Book, so that the two classes could be taught together in one class, and each pupil would pass through the book in two years. There is only a trifling difference in point of difficulty between the two parts of the Reading Book, many of the lessons now in the second half having been a few years ago in the first half. So also first and second year pupils in Sixth Class might be taught in one class. The agricultural programme could easily be arranged to rotate in the same way. Any arrangement, which covers the programme and lessens the number of classes, would be a boon to the teachers and pupils of small schools.

Inspection

The importance of *Inspection* as distinguished from Examination has never been so fully recognised as now. I believe that the quality of the education given in our schools can be improved more thoroughly and durably, by efficient inspection, than by efficient examination, but it will be wholly impossible to have a system of efficient inspection in combination with the Results' System in its present form. The margin of time left an Inspector after attending to the Results' examinations of his district, and to such other necessary work as the annual examinations of teachers and monitors, with the special duties which from time to time devolve upon him, is not sufficient to allow him even to *visit* his schools as much as is required. An inspection with all that is involved in the word, requires time, and time is precisely what is wanting.

Inspection and Results.

Our present system of examination.

Our present system is one of examination, everything being done with an eye to the annual examination, and nothing left to the individuality of the teacher. It is impossible to graft a system of efficient inspection on to this examination system. I do not go so far as those who would abolish examination altogether. That, I hold, could not be done without great injury to education. If ever a time comes, when examining can be dispensed with entirely, it will be only after a lapse of years, when the one system has gradually merged into the other. Between these extremes there is a golden mean, which will allow and encourage intellectual teaching, and at the same time test the quality and amount of the teaching given. This, no doubt, will be the desire of the Commissioners to secure. It will not be difficult to replace the present clumsy and laborious Results' examinations by a shorter and simpler method, which will even more accurately determine the value of the

Reports on the State of Education.

Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus.

work done. I see no reason why the class, or (if large) a portion of the class should not be taken as the unit, instead of every individual pupil being examined separately. The Inspector could, if he wished, allow the teacher to examine, and then supplement the teacher's examination by further questions of his own to test the genuineness of the work done.

Examination of all pupils.

As to the feasibility of bringing *all* pupils under a searching test of proficiency, if an *individual* test is intended, I cannot see how it is possible to do it. Some pupils may have been attending irregularly, others may be recent admissions, and it would be impossible to find a common standard by which to test all the members of a class. The desired end may be secured by seeing that the teacher is thorough in his instruction, that his methods are good, and that he teaches the *class*, not confining his attention either to the picked or to the backward boys. It would not, I think, be difficult to see whether *all* the pupils had been carefully taught what they were supposed to know, or to see whether their progress was so slow that they could not be receiving proper attention.

Special advancement of the more intelligent pupils.

If the yearly examination of the school were as rigid as the present one, and the rules about enrolment as strict as they are now, the special advancement of the more intelligent pupils need not be looked for; these pupils would be kept back awaiting the annual examination, or if allowed to go on to a higher class, their names would be kept in the lower, that they might be presented for examination in it. This evil, however (keeping back the more intelligent pupils when fit for promotion), would not be greater than the opposite one—the promotion of pupils unfit for promotion. Under the present Results system, it is by no means uncommon to find pupils promoted from year to year who fail badly in their classes. There may be competition with other schools, and the teacher is afraid that if he keeps the pupil back the parent will remove him to another school; so he promotes the pupil: the parent thinks the boy or girl has passed, and is satisfied, but the pupil is injured by being in a class for which he is unfit, and the class is impeded by a pupil who is unfit for it. I believe, then, that if the system were changed this evil would be no greater than it is now, and pupils could advance more rapidly from class to class. It is not, however, a teacher's interest to advance a pupil rapidly. He will, in that case, reach the highest class sooner, and leave the school at an earlier age. I do not, however, believe that any teacher would keep pupils back from that consideration.

Monitors: their practical training defective.

The results of the last examinations of 5th year Monitors have not been conveyed officially to me, but so far as I can gather when going about the district, I believe their answering was satisfactory. I do not know of any one who failed in 1897. I am not, however, so well satisfied with the *practical* training of the Monitors. In many, if not in most cases, the teacher thinks it enough to attend to the Monitor's education, and prepare him to pass his examinations as he comes to them. For *teaching*, the Monitor is left to evolve his own methods, and is too frequently confined to the lowest classes for the whole of his apprenticeship. A Monitor so trained is poorly prepared for entering on the work of a teacher. The minimum and maximum ages (12 and 16) I consider too low. A pupil twelve years of age is too young to be useful, and a promising pupil should not be rejected because he is over sixteen. He is all the more likely to be useful because of his age, and the gain is the school's. The cost of the Monitor is no greater

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Mr. A. J. M'Elwaine, M.A., District Inspector.

Carrickfergus.

Classification and promotion of teachers.

Recent changes in the conditions according to which teachers can be promoted will be welcomed, as they give more weight than before to efficiency. I should like to see further action in the same direction. I am of opinion that we have too many classes and examinations of teachers, and that regularly recurring examinations, though they may keep up and improve the scholarship, are injurious to the efficiency of the teacher. Three examinations would, I believe, be sufficient—an entrance examination of a general character and of a somewhat higher standard than at present, a further general examination of a more advanced character, and a final examination, in which he would specialise, in order to encourage tastes and habits of study. Any candidate for the office of teacher, possessed of a University degree, should, as an *interim* arrangement, be at once regarded as having passed the lowest or qualifying examination for a teachership.

At no time, since I entered the service of the Commissioners, has the air been so full of educational changes as now, or the promise of improvements which will make our primary education more intellectual, more thorough, and more lasting in its effects, been so great. I could have wished to make fuller suggestions, as to the direction, which, in my opinion, the lines of improvement should take, but the subject is too large to be discussed satisfactorily within the limits of this Report.

There is a general desire for a radical change in our system, and I can only express the hope that the wisdom of the Commissioners may guide them to a scheme which will advance the highest interests of the country.

I am, gentlemen,
Your obedient servant,
A. J. M'Elwaine,
District Inspector.

The Secretaries,
Education Office.

Reports on the State of Education.

Mr. J. M'Neill, B.A. District Inspector.

Omagh.

Mr. J. M'NEILL, B.A., District Inspector.

Omagh, January 12th, 1898.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following General Report on the state of education in the Omagh district.

There are 150 schools in the district, and, I am glad to say, there is no prospect of an increase. On the contrary I hope for a decrease. I think that the number is excessive, and am of opinion that the educational wants of the district could be thoroughly supplied by 120 schools, or even fewer.

The results of this over-supply of schools are unfortunate—pupils migrate from one school to another for some very trivial reason, teachers, with some loss of independence, are obliged to conciliate local interests, and discipline cannot be strictly enforced lest parents or pupils should take offence. In some cases the schools are so small that the teacher, in addition to his ordinary work, cultivates or tries to cultivate a small farm, and gradually becomes a mixture of teacher and farm labourer with small success in either capacity. Recent additions to the income of teachers have produced a marked change in this direction, and now one is fairly in a position to look for a satisfactory year's work from a man who gets a satisfactory year's pay. In this connexion my theory is that *good* teachers are not sufficiently paid, and that *worthless* teachers are paid too much. Too often a highly classed and inefficient teacher earns more than a good worker of lower classification. No doubt the difference in the amount of Results fees gained by a good school and a bad one is considerable, but this difference I should like to see increased.

Schools might be classified into first, second, and third, according to the quality of the work done, and payment made accordingly. I am strongly in favour of making payments depend more on the results produced than on the ability to pass an examination of a certain degree of difficulty.

Taking all the circumstances into account, there is every reason to be satisfied with the amount of work done in the district. As mentioned, the teachers labour under a good many disadvantages. I am often surprised and pleased to find that among my worst circumstanced teachers are several who are most successful in their profession.

Buildings.

With regard to school buildings the general state of things is only fairly satisfactory. Schools vested in the Commissioners are of course well looked after, and those vested in Trustees are also kept in fair repair. But several of the non-vested class are unsuited for schoolhouses. Of late years one or two of the worst have been replaced by proper buildings, and negotiations are going on with respect to several others. About a dozen still remain that are only a degree better than ordinary cabins. Repairs to non-vested schools have sometimes to be made by the teacher; sometimes a concert is held, and funds are raised. These extensions and repairs should if practicable meet with more encouragement from the Department.

Order.

I am constantly engaged in pointing out the importance of proper order and discipline. With these aids and with attention to the timetable, a substantial amount of good work can be done; without them,

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Reports on the State of Education.

Mr J. M'Neill, B.A., District Inspector.

Omagh.

nothing. Good discipline is such a saving to a teacher—it saves time, it saves toil, it saves worry. Nothing is quite so important as the ability to get the pupils to work steadily and quietly, move alertly, and obey orders readily.

It is not so much the amount of work done by the teacher as the amount of work done by the pupils which determines the value of the school. Nothing is so disheartening as the spectacle of a hard-working teacher laboriously giving instruction to a small section of his pupils while the others are idling. The senior pupils of a school should be able to work with but little interference on the teacher's part. All they should want is an occasional oral lesson and general supervision. Furthermore, the work done by a pupil unaided is much more valuable than that which is thrust on him. I have noticed that successful teachers are very skilful in arousing a spirit of emulation and competition among their pupils. This has a good effect, and it is gratifying to see the anxiety of such pupils to do well.

Methods.

The methods of teaching are various. As a rule, if a teacher chooses to take some trouble, and open his eyes to faults which require removal, and set his wits to work to devise effective methods, he will do well. Cases are too numerous in which a man works hard and earnestly, and never pauses for a moment to reflect what he is doing or whither he is tending. He is content to close his eyes and trust to blind exertion. This is the most hopeless type of teacher. When, after some care and trouble, one defect in his method is pointed out and removed, the next visit reveals an outbreak in some other direction. It is only right to say that more is sometimes taught than appears at examination, as this teacher will wander quite wide of the programme, and instruct his pupils in various erratic ways.

I am convinced that the best training for a teacher is service for five years as monitor in a good school. This, when supplemented by a two years' course at a Training College, should turn out a teacher who knows his business. In the case of candidates who have entered the Training College without previous experience of teaching the results are by no means so satisfactory. It is somewhat alarming to find a student who could reply to questions on methods in a manner to delight an examiner, forthwith proceed, on appointment to a school, to break all the rules and directions which he can quote so readily.

There are various points in method of teaching to which I am repeatedly calling attention, and that, too, though these are insisted on in the text-book in common use. For example, the value of the blackboard as a means of *wholesale* instructive demonstration, the necessity that a teacher should know the lesson for each class for each day, the usefulness of time devoted to repetition and review, the desirability of employing capable senior pupils to instruct junior classes, as giving them a wholesome sense of responsibility. The list might be extended indefinitely, but these will suffice.

I would like to see a teacher taking an interest in the amusements of the children at playtime. He might occasionally take the initiative, and with some little care organise interesting and healthful games. It is not pleasant to see pupils, when released for the interval, standing about and shivering when they might be engaged in some energetic and inspiriting games.

Mr. J. M'Neill, B.A., District Inspector.

Omagh.

I think that every teacher should himself occasionally conduct a *Results* examination in his own school. In this way he would gain some insight into the method of doing so, and would benefit accordingly. At present, I fear, it too often seems to him a complete hurly-burly, out of which the Inspector by good fortune finally emerges with a complete marking-paper. Some experience of his own in the line of examining would bring him to understand what was being done.

Results Examinations.

In any case I am of opinion that a considerable portion of the Results examination should be conducted by the teacher. He might draw up a syllabus showing the work done, and might then be called on to examine on this.

I notice that the speed and accuracy with which the exercises of the pupils are corrected leaves much to be desired. A little practice should make a great difference in regard to this. Some practice of this kind might with advantage be given at training. The examination of students might include the correction and revision of exercises in various subjects, such as letter-writing, grammar, and dictation.

As a rule, I think that Inspectors, including, of course, myself, begin their work with the idea that pupils should be encouraged into answering. Questions are repeated, are varied, hints are given, and finally, by dint of judicious coaxing, an answer is obtained. My own experience leads me to fear that knowledge extracted in this way is little better than valueless. A straightforward, prompt, and decided answer is what one wants. Care should be taken that timid or nervous pupils are put at their ease, also that the question should be in some easily comprehended shape, and that it be heard distinctly. Some time for thinking should then be given, and the answer should follow. I have been often vexed to see how a slight difference in phraseology acts at once on a pupil's memory. This is, of course, better than if no answer at all were forthcoming, but it shows a want of intelligent teaching. An ordinary simple query should elicit the required information, and one should not have to search about for a particular combination of words to supply the key.

Manual Training.

I do not join in the general cry against the Results system. The method of *examination* can be very greatly improved. Far greater freedom should be allowed to both teacher and examiner, and the examination should be directed much more to the testing of intelligence and training than at present. Inside the limits of what is called the Results system it is quite possible to construct a scheme whereby payments may be made for proper mental training, and not for the mechanical acquisition of undigested facts. Beyond this nothing is wanted. Of the work turned out under the Results system I do not think there is any reason to be ashamed. I look for little benefit from the substitution of manual training for any part of the present literary programme. In one case only is it desirable, and thoroughly desirable. Boys attending National schools in cities and large towns are of a class from whom artisans and skilled workmen are drawn. Manual instruction would be for them most valuable. But this should be given in separate schoolrooms by separate teachers, and, if taken in hand, should be thoroughly carried out. Our ordinary National school teachers cannot be supposed to combine their usual duties with those of an amateur instructor in carpentry, nor are the pupils likely to derive much benefit from an instruction which, for a considerable time, must be largely unskilled. No doubt manual training is most suitable to the conditions which prevail in England. There a large proportion of the

Mr. J. M'Neill, B.A., District Inspector. Omagh.

population are artisans and factory workmen, and this sort of training is of direct benefit to them. Here the conditions are quite different. This is almost solely an agricultural country. Our pupils become agricultural labourers, and in one month's work on a farm acquire more practical knowledge than could be gained at school in years. What an agricultural labourer wants is ability to manage horses, to plough, to sow, and to reap, and none of these things can be taught at school. Every locality is supplied with a competent carpenter and blacksmith, and work of that class is best and most economically done by them. It will be said that a certain amount of "handiness" will be conferred by manual training, and that it is a factor in smartening the wits of the pupils. This is undoubtedly the case; but I do not think that this affords a reason for giving up any portion of the usual literary programme in its favour. The latter acts directly on the mind, and, properly carried out, cannot be replaced by anything else.

Non-qualifying pupils.

The most important problem just at present is; What is to be done with the non-qualifying pupils — those who never in any one year make the minimum number of attendances; who attend school rarely, examinations never. I fear that there is a much too large residuum of this class growing up with but little instruction. Teachers, I dare say, do their best for them, though it is but thankless work. The gap between the number on rolls and the number who qualify for examination is sometimes considerable, and I think it right that a teacher should get credit for doing his duty to such unfortunate irregulars, or blame if he neglects them.

I shall now make some brief remarks as to the programme subjects.

Reading.

Reading is the subject in which our schools show to least advantage. The teaching of the subject does not proceed on proper lines, and the result is unsatisfactory. I suppose that there are two aims to be set before a reader—(1) that he should read in such a way that others may understand what he reads, and (2) that he may gather the meaning himself. In the former respect we fail lamentably. A person without previous knowledge of the text-book, listening to the average pupil in a National School reading, would have a very poor chance of grasping the meaning of the passage read. A hurried jumble of words is the usual effort, and these can only be disentangled by the teacher's or Inspector's painful acquaintance with them. Any one not in this position reaps bewilderment not information.

Why this is so is only too plain. The pupils spend their days laboriously acquiring the art of pronouncing correctly a series of words that to them often seem only so many unmeaning symbols. That all these mean something, that they should understand the meaning, and read so that others could understand also, seems with one consent to be relegated to the unattainable. And yet the rule for correct and intelligent reading is by no means difficult. Accuracy, distinctness and attention to pauses are three requisites which it should not be so hard to require.

I think that only one pupil should read at a time, or, at the very most, two, and these two readers should be separated by the entire length of the schoolroom. Strict attention should be paid to the reader, and he should be at once stopped if he become unintelligible. Occasionally an interesting story might be read by one of the senior pupils, and all should listen. Silent reading, the form it invariably

Reports on the State of Education.
—
Mr. J. M'Neill, B.A., District Inspector.
Omagh.

takes in after life, might be cultivated. Accuracy should be insisted on. First Class almost always read accurately. Second Class almost always inaccurately. It is a thing which I never could understand that somewhere between First and Second Books there lies a point at which accuracy ceases and inaccuracy begins.

It is a source of great satisfaction that explanation of subject matter now forms part of the test for passing in reading, and that this branch cannot any longer be neglected with impunity. I believe that proficiency in this subject should be tested by collective examinations, not individual.

Writing.

Writing is well taught. Very few pupils leave school unable to write a decent legible hand, and often one meets with really good penmanship.

I think that in many cases better results could be obtained by the old-fashioned method of "setting" headlines than by the present system of engraved copy-books. A set headline impresses a pupil more as a model. An ingenious teacher will also adapt it to a pupil's peculiarities, and so cure defects. More attention should be given to neat figuring.

Letter-writing.

Letter-writing comes under this head. In this subject I notice considerable improvement. Pupils are able to write a letter with proper beginning and ending to any relative, to teacher or Inspector, to a clergyman, &c.

I am not yet content with the supervision which letters written as exercises by the pupils receive from the teachers. I often find mistakes at examination which are merely a reproduction of what has been allowed to go uncorrected during the year.

Arithmetic.

Arithmetic is also well taught; my only criticism is that certain arbitrary methods of work are often insisted on in preference to common-sense principles. Pupils are encouraged to move by rules, not to think. As throwing a curious light on processes I notice that in Proportion such a device as "cancelling" is rarely resorted to.

The questions set at examination leave something to be desired. I should prefer easier "sums," giving less time, and looking for more accuracy. In no case should lengthened working count for so much as combined speed and accuracy. In fact the necessity for prolonged division or multiplication would not arise.

In connection with arithmetic some notion of actual weights and measures should be given. I have come across pupils who had no idea of the length of a yard or a perch, and for whom a stone weight might be anything from a pound to a ton. It would be useful for pupils to have some rough practical notions of weights and distances.

Grammar.

Grammar is the pupils' pitfall. Here nearly all come to grief. It begins in guessing, and ends in guessing. A pupil in Third Class rings the changes on "noun" and "verb"—guessing one when the other is wrong. So on to Sixth Class, when he will parse a verb as irregular with proof positive before him that it is regular.

"Run," a pupil will say, is a noun—a look of surprise on your part, and he immediately shouts "verb," just as if it had been an unfortunate slip. Then he looks up in an inquiring way, quite prepared to make a fresh bid in case "verb" fails to please.

Reports on the State of Education.

Mr. J. M'Neill, B.A., District Inspector, Omagh.

The subject should not be introduced so early. Pupils should be older, and with ability to think. Principles should be taught and mastered. The definitions should be amended and made simple. This is what I sometimes hear from Third Class:—"An adjective is a word put along with a noun to express some distinguishing quality or circumstance respecting it"—a pretty definition to put before a junior pupil.

Geography.

There is a more pleasing tale to tell with reference to Geography. This subject interests and attracts, and is more easily taught than grammar.

Definitions should be introduced earlier, and practically illustrated. More prominence should be given to the United States, to which so many of our people emigrate. Simple mathematical geography should get more attention. I often find Sixth Class pupils unable to explain the cause of day and night, and knowing nothing of the motions of the moon and stars.

Drawing.

The valuable subject of Drawing is not so generally taught as it should be. When it is taught very fair success is, as a rule, met with.

I sometimes find Infants and First Class in their leisure moments making drawings on slates, and have been often struck with the skill displayed in these rough representations. They incline to draw something they know—men, or horses, or ships. I think that drawing copies might more generally take the form of representations of familiar objects in preference to arbitrary arrangements of lines. The delight of children when they find that it is in their power to produce a recognisable likeness of some familiar thing is pleasant to see, and might prove the starting point for valuable eye training.

Compulsory Education.

Compulsory Education has been introduced into the town of Omagh, and its working is now being attended with very fair success. Negligent parents are cautioned and fined, and it is now scarcely possible for any child to grow up untaught.

Accounts.

The School accounts are very well kept. The teachers of this district are honest and faithful in this regard.

I am,
Gentlemen,
Your obedient servant,
JOHN M'NEILL.

The Secretaries,
Education Office

Reports on the State of Education.

Mr. J. Ross, M.A., District Inspector.

Newry.

Mr. J. Ross, M.A., District Inspector.

Newry, January, 1898.

Gentlemen,—In pursuance of your instructions of 30th November, 1897, I beg to submit a General Report on the National schools of the district of which Newry is the centre. I furnished similar reports on this district in 1894 and 1896.

During the past two years there has been no change in the boundaries of the district. The number of schools also remains unchanged, viz., 130 ordinary National schools, five Convent schools, two Poor Law Union schools, and three Model schools.

School buildings.

Since 1896 a new Vested mixed school replaces an old and unsuitable building at Brackney, in the neighbourhood of Kilkeel, and under the same manager a new building, including separate male and female schools, is rapidly approaching completion, and will replace the former mixed school at Moneydarragh. A site has recently been secured in the town of Kilkeel and another in the immediate vicinity of that town with the view of providing school accommodation, in accordance with modern requirements, for the Presbyterian and Roman Catholic children of the town and neighbourhood. Both these buildings are badly wanted, as the sanitary condition of the existing houses is exceedingly objectionable, and owing to the peculiar situation of the present school sites cannot be remedied. Negotiations are proceeding for the erection of a new building at Dromore-road, Warrenpoint, to supersede the dilapidated and unsuitable structure in which the school there is at present carried on. A site for two new schools has also been secured at Dromintee, in the southern part of the district; the existing boys' school in that locality is miserably uncomfortable and badly adapted for teaching purposes.

Repairs and improvements.

In addition to these new buildings, in progress or in contemplation, several schools have undergone substantial structural improvements, including, in some instances, the provision of increased accommodation; but for the most part the erection of entrance porches is all that has been effected. Such porches providing accommodation for the children's wraps and for fuel should be made a compulsory addition to all small one-roomed schools, they add materially to the comfort of the children by making the rooms less draughty, and they render unnecessary the exceedingly objectionable arrangement of storing the winter supply of fuel within the schoolroom. In eight instances, seven being mixed schools, no sanitary provision exists. In a few instances the windows of the schools are furnished with diamond panes, and the lighting is in consequence unsatisfactory.

School surroundings

Although in the majority of instances the rooms are kept with fair regard for neatness and order, I can report but little progress in the exhibition of taste in the school surroundings. In the few instances where such desirable improvements have been effected I usually find that the necessary plants and shrubs have been supplied by local persons possessed of the necessary means and taking a kindly interest in the welfare of the children of their less affluent neighbours. As such interest in National schools in Ireland is exceptional, I fear the provision of tasteful surroundings from local sources is still in the far distance.

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Reports on the State of Education.

Mr. J. Ross, M.A., District Inspector, Newry.

In connection with this matter it is perhaps worthy of consideration whether without unduly increasing the public expenditure something more artistic could not be devised in the case of vested buildings. The present style of structure is doubtless serviceable, but it is certainly not ornamental. One fertile source of confusion and disorder in some National schools is the wholly inadequate amount of press accommodation or shelving. Where the equipment is defective in this respect it is common to find the teacher's desk, the windows, the table when there is one, all littered with cards, slates, copy-books, and in girls' and mixed schools with materials for needlework.

Attendance.

The most serious impediment to the work of the schools in this district is the irregular attendance. It is the bitter discouragement of the efficient teacher, and furnishes the ever ready excuse of the inefficient teacher. Throughout all the rural portions of the district the demand for child labour is very great. The agricultural labourer is rapidly disappearing, making his way into the manufacturing towns, hence the children of the small farmer are called upon to take part in all farming operations.

Epidemics.

In addition to this permanent cause of bad attendance several portions of the district have been visited within the past two years by various epidemics, typhoid and scarlet fever, whooping cough, measles. The localities which suffered most in this way were Kilkeel and its vicinity, portions of the parishes of Killeavy, Carlingford, Kilroney, and Warrenpoint.

The abolition of school fees has had no appreciable effect in increasing the attendance. Indeed some teachers allege that it has given rise to greater remissness on the part of the parents in regard to attendance. It is explained that formerly when parents had to pay school fees they were anxious towards the close of the week, or when nearing a vacation, to keep their children in attendance in order to get value for their money, but now that the schools are free this not very worthy motive has ceased to influence them, and the attendance suffers in consequence. When education is free it should be compulsory. Compulsion under the Act of 1892 is not in operation in this district except in Warrenpoint. There are only three National schools affected; in two of these the average has distinctly increased; in the third, the Convent school, the attendance before the Act came into force left less room for improvement, but in all three the centesimal proportion of average attendance to average on rolls has sensibly and steadily increased.

Compulsory attendance.

Examination of all pupils.

While it might be desirable to have all the children on rolls examined irrespective of their having made the minimum of 100 attendances, an obvious objection to such an arrangement, would be its possible adverse effect on the attendance. Parents who during the greater portion of the year are apathetic in regard to the attendance of their children, often show considerable anxiety in the closing weeks of the Results period to have them qualify for examination. Now if it were understood that such children would be admitted to the privilege of examination and the chance of advancement to a new book, I fear a wholesome stimulus towards a certain degree of regularity of attendance would be taken away. The readiest means of having the test of an examination applied to all the children would be to place on a separate marking paper all those on rolls who make attendances under 100; these pupils could be examined at the same time as their class fellows, and an equitable scale of payment devised which would to some extent encourage the teacher in the very trying work of instructing these irregular attenders.

Mr. J. Ross, M.A.; District Inspector. Newry.

Want of punctuality. The irregularity of the attendance is a matter over which the teacher has but little control, but there is another evil for which the remedy lies more readily within his reach, viz.:—Want of punctuality in the morning. In some of the rural schools, and in a few town schools as well, the first hour from ten to eleven is practically lost, business goes forward in a desultory half-hearted sort of way, the children drop in by twos and threes, apparently unconscious of any necessity for their earlier attendance, and the whole proceedings are characterized by an utter lack of activity or interest. This wasting of the best hour of the day is very frequently found in connection with irregular attendance, and when it extends, as it often does, over the greater part of the school year, the loss becomes a very serious item.

Character of school work. Coming now to the consideration of the amount and character of the work accomplished in the schools, I am reminded of a conversation I had some time ago with the principal of a highly successful intermediate school, a gentleman of wide and varied experience in scholastic matters. He assured me that boys, coming to him from National schools were, as a rule, incapable of making any effort at working up a subject for themselves; they appeared to be wholly dependent for everything upon the teacher's efforts; what might be called the faculty of acquisitiveness being altogether dormant. It might tend to do away with this reproach against the National schools if the brighter and more intelligent children were permitted after passing First Stage of Fifth to substitute for any two of the subjects of the obligatory course, except reading and arithmetic, corresponding courses in history, elementary mathematics, &c. Such pupils should be encouraged as far as possible to rely upon themselves in the study of these branches, the teacher only interfering for the purpose of clearing off difficulties. Under male teachers these brighter pupils might be encouraged to take up the study of certain branches of science. In the case of many male teachers, a considerable store of knowledge of elementary science is at present locked up and useless. True, a great deal of this is merely book knowledge, but a very little training in the making of simple experiments would render many teachers capable of giving valuable instruction in natural philosophy. It should be quite possible to provide for the masters short courses of attendance at some school of science, where they could be trained in the making of simple apparatus to be subsequently used in experimental demonstrations in their schools.

Small Schools. One of the problems that call for solution in connection with our system of education is how to obtain the best work from small schools; those that have an average sufficient only for one responsible teacher working either quite alone or with the help of one or two monitors. It seems of course unreasonable to expect the same amount of instruction to be imparted in schools where one teacher has to deal with from thirty to sixty children spread over eight classes, as in schools where each division has a responsible teacher. In order to meet this difficulty it would be a mistake to lower the standard in any subject. What is required is to prescribe a more restricted range of subjects. The obligatory course in the schools in question should be reading, writing, arithmetic and spelling, together with needlework for girls, and drawing

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Reports on the State of Education.

Mr. J. Ross, M.A., District Inspector. Newry.

for both boys and girls where the teacher is certificated. There should be no formal examination in grammar or geography. Of course this would not preclude teachers of exceptional energy and ability from taking up grammar and geography as optional branches, or from teaching extra branches, but I would strongly urge that no fee whatever should be paid in such schools, or indeed in any National school, for extra or optional branches, except singing and drawing, where reading and composition are unsatisfactory.

Earlier departure of Infants.

The regulation permitting the Infants and First Class pupils to leave at an earlier hour than the older children should prove a great advantage in most ordinary National schools; the benefit will be specially felt in such schools as I have been considering where there is only one responsible teacher. The change will necessitate a re-casting of the time-table arrangements, and in this connection it would be highly advisable to provide shorter floor lessons for these junior children. To this end a small gallery capable of holding Infants and First Class should be part of the equipment of all ordinary National schools. A few seats, furnished if possible with back rests, could be provided at a very trifling cost. The gallery would be found convenient for the purpose of giving the Infants and First Class a short object lesson, or other suitable exercises, succeeding the ordinary floor lesson.

Object lessons.

I have bestowed considerable attention during the past two years upon the giving of object lessons to the junior children. Children usually take a pleasing amount of interest in such lessons, and their ideas in regard to some of the objects are occasionally amusing. A little girl of six years of age in one of my schools, after careful scrutiny of the figure of Britannia on a penny, assured her teacher that it was intended to represent a "lady on a bicycle." The common defects in these lessons are that they are perfunctory, not regularly given throughout the year, and that the subjects are frequently not judiciously chosen. While these faulty lessons may give some interesting instruction, and perhaps make a trifling addition to the vocabulary of the children they largely fail to cultivate the faculty of observation, and, therefore, miss what should be the chief aim of an object lesson.

Kindergarten.

Kindergarten continues in operation in two Infant schools and in forty-five Infant departments, and it is unquestionably useful in brightening the school life of the children. Prominent among the defects observable in this system is the tendency to start off with the definitions of the sphere, cube, square, &c. This shows an absurd misapprehension of the aim and object of Kindergarten. The definition if given at all should be reserved until the children have examined the object and practically deduced the definitions for themselves. Another grave and, I fear, very common defect in conducting Kindergarten exercises arises from the teacher not making herself thoroughly deft in handling the Gifts; this is especially the case with Third and Fourth Gifts in Forms of Beauty and Forms of Life. Fumbling and uncertainty on the part of the teacher quickly lead to a loss of interest on the part of the class, and the children, instead of being alert and happy, are bewildered and listless, and almost as uncomfortable as the teacher herself, and everybody is relieved when the sham lesson comes to an end. Drawing, the most important of all the Kindergarten occupations, has been introduced in a few ordinary National schools during the past year for the Infants and First Class, with very gratifying results. The necessary apparatus is extremely cheap—a blackboard ruled in inch squares, and slates correspondingly

Mr. J. Ross, M.A., District Inspector.

Newry.

ruled. Indeed a blackboard ruled in this manner should be found in all girls' schools; it is indispensable if drafting in connection with cutting-out is intelligently taught.

Time table. The importance as a factor in the success of a school of a good workable time-table is often under-valued. The drawing of it up requires much care and thought. Our present practice of attaching importance to the time-table arrangements at the close of the school year, rather than at the beginning, looks a little like "shutting the stable door when the steed is stolen." It would be a great advantage if a copy of the time-table proposed to be followed in the coming year were submitted to the Inspector at the Results examination; this copy, which should set out all the arrangements for extra and optional, as well as ordinary branches, should be retained by the Inspector, and, if necessary, taken to the school at incidental visits. As well as the ordinary time-table, there should be suspended in every school another tablet showing a summary of the time-table arrangements, and giving the number of hours per week devoted to each branch.

Reading. To meet with reading that can be listened to with pleasure is a rare experience with Inspectors of Irish National schools. The low standard of proficiency in this most important branch is a grievous defect in our system of education. More care and more thoroughness in teaching the subject are imperatively demanded. At present the so-called reading varies through every stage of unsatisfactoriness from laboured word-naming to unduly rapid mumbling; reading characterized by intelligent grouping of words, by due attention to pauses, by clear enunciation and proper emphasis is seldom met with except in the very best schools. The frequent absence of class-room accommodation in schools with more than one responsible teacher, and the divided attention at the reading lesson where there is only one such teacher, are largely responsible for the character of the reading in many schools. At a reading lesson for the senior division in a school with only one teacher we commonly find Third, Fourth, two Fifth and, perhaps, two Sixth classes on the floor; the Infants' First and Second classes are engaged at a desk lesson, say writing or arithmetic. Even the most capable and resourceful teacher—and I have many such in this district—who has his school well in hand and maintains superior discipline, finds it a severe tax on his skill to ensure a judicious distribution of his time over all the different readers, and but little attention can be given to reading model passages for imitation, or to the still more important matter of the elucidation of the meaning. Again, the children cannot be encouraged to read in a sufficiently audible and clear tone of voice lest they should distract the attention of those in the other classes. Under the less competent teachers the reading lesson of the senior division is the least efficient portion of the school business, most of the infants are idling in the desks and some of them are noisy distracting the attention of both teacher and pupils on the floor, and the reading lesson goes forward under an accumulation of the most unfavourable circumstances. The permission for the earlier departure of the Infants Classes should be availed of to secure an improved standard in reading. In smaller schools the Third and Fourth Classes should be grouped at reading and should use the same books for two years; the same applies to the two stages of Fifth Class, and to first and second year of Sixth Class.

Recitation of poetical pieces does not as a rule receive the attention that its importance deserves. Inaccuracy in committing the pieces to memory, and false emphasis, and breathless headlong speed in the

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Reports on the State of Education.

Mr. J. Ross, M.A., District Inspector. Newry.

recitation are still common faults. Poetry should cultivate the memory and refine the taste of the pupils. I question if it fulfils either function in the average National school. A merit grant for good reading, combining intelligent knowledge of the matter of the lessons and tasteful and expressive recitation of poetry, would provide a much needed stimulus towards securing improvement in reading.

Writing.

With the exception, perhaps, of errors of judgment in graduating the copies set on the blackboard to Infants and First Class, and occasional laxity in the supervision of the headline copybooks, the teaching of penmanship is fairly satisfactory. Composition is not making as much progress as is desirable, the inability of the pupils to grasp the meaning of their reading lessons is reflected in the paucity of their ideas when they attempt to write a letter.

Arithmetic.

A great amount of time and labour is given to instruction in arithmetic and on the whole with satisfactory result. Some modifications in the requirements of the programme are desirable, chiefly with the view of including what are now termed sub-heads as essential portions of the pass course. Increased weight should be given in First and Second classes to a knowledge of tables. Tables indeed should be made the most important factor in securing a pass in these classes. It might be desirable to have in Sixth Class for boys and even for girls alternative courses in arithmetic; one intended to test expertness and accuracy in what might be termed commercial arithmetic, the other to test whether the pupil grasped the principles that underlie the rules and whether he had acquired the power to apply these principles to the solution of problems. Mental arithmetic is receiving increased attention, but as a rule the instruction in this branch of the subject is fitful and perfunctory, possessing little educational value. A good text-book in mental arithmetic, suitable for National schools, is badly wanted; the compilations on this subject that I have hitherto seen are much too pretentious to be of any practical service in elementary schools. Blackboard teaching of principles is, I am glad to find, extending in the schools. While it is highly desirable to emphasise the importance of clear explanation of the principles of arithmetic by means of such demonstrations, I do not wish to be understood as having any sympathy with those who would push this explanation too far in the case of young children. These over zealous advocates for the placing of old heads on very young shoulders should bear in mind the words of that great educationist, Dr. Arnold:—"It is a great mistake to think that young boys should understand all they learn; for God has ordered that in youth the memory should act vigorously independent of the understanding—whereas a man cannot usually recollect a thing unless he understands it"

Text book on mental Arithmetic required.

Grammar.

Grammar, when properly taught, is unquestionably valuable for cultivating the intelligence, but, in very many instances, it fails hopelessly in this respect. The revision of the parsing exercises of a few National schools of moderate or fair efficiency would convince any one of this. In illustration of what I mean, I quote an example of written parsing by a boy in Fifth Class at an examination held in the early part of the year 1897. The school in this instance is a mixed school under a female teacher—a very earnest and devoted worker—but with a style of speaking somewhat deficient of clearness of enunciation. Here is the pupil's parsing of a relative pronoun:—which—a relative pronoun aven birds anteceden, &c.; "aven birds anteceden" was the boy's rendering of the teacher's "having for its

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Reports on the State of Education.

antecedent." Comment on the absolute worthlessness of such instruction in grammar is, I should think, needless.

Mr. J. Ross, M.A., District Inspector. Newry.

Geography. Geography is taught in this district with a fair degree of success. Pretty extensive use is made of blank maps, especially those of Europe and Ireland. The programme in this branch, however, requires to be recast. More attention should be given to physical geography, the instruction as far as possible being illustrated by the physical features of the country surrounding the schools.

Needlework. Plain needlework is, as a rule, carefully taught; darning and cutting-out are receiving increased attention. Exemption from the alternative scheme has been sought and obtained in almost all the schools in which it was in operation.

Agriculture. The new edition of the text-book on Agriculture has not yet come generally into use. Some classes that I have examined recently showed an intelligent interest in the subject as treated in the new book.

Drawing. The teaching of freehand drawing is steadily extending in the district, and, on the whole, the progress in this branch is fairly satisfactory. Charts to suspend before the classes are now very generally in use. Object drawing is not attempted in any of the schools.

Algebra, Geometry, and Mensuration. Algebra and geometry and mensuration are the extras most commonly taken in boys' schools. The proficiency in these branches remains much the same as when I furnished my former report. I think it would be an improvement to make geometry a separate extra branch, and to combine mensuration with elementary practical geometry.

Monitors. The monitors continue to receive careful instruction from the teachers. I am glad to find the regular examination of third year monitors resumed; I have always been strongly of opinion that this examination should be used for weeding out the unsatisfactory. This is eminently a case where the tares and the wheat should not be allowed to grow together. Candidates rejected in or before their third year of service are in a position to turn to some other calling for which they are better adapted.

While this report has dealt largely with the more prominent and obvious defects in our system of education, I feel that it would be ungenerous and unjust not to acknowledge that the overwhelming majority of the teachers are discharging their onerous duties with a zeal and energy beyond all praise. The school accounts throughout the district are, as a rule, well kept.

I am, gentlemen,
Your obedient servant,

J. Ross,
District Inspector.

Mr. P. Newell, B.A., District Inspector.

Ballaghaderin, January, 1898.

Mr. P. Newell, B.A., District Inspector. Ballaghaderin.

Gentlemen,—In accordance with your instructions I beg to furnish this report on Ballaghaderin District, of which I have been in charge during the past two years and a half.

District—situation, and character.

The District is situated chiefly in Mayo, but comprises also portions of Sligo and Roscommon. It extends but little to the east of the town from which it derives its name, but a good deal to the west, and so includes within its boundary some of the most congested localities in Mayo. Amongst these are Ballaghaderin itself, Charlestown, Swinford, and Kiltimagh. There are scarcely any industries in the place, though from time to time efforts have been made to do something in this respect. So far, however, the results have been disappointing except in one or two instances, such as the Ballaghaderin Convent, where for some years the making of shirts, hosiery, and various other articles of wear has been carried on with marked success.

The people. Means of subsistence. Migratory habits.

The people are largely dependent on the produce of small holdings, some only a few acres in extent, and nearly all of inferior quality. To supplement what is thus obtained, a large proportion of the male population migrate annually to England and Scotland, arriving there early in spring, and returning home shortly after the harvest has been gathered in the autumn. A considerable percentage also go to America and remain there permanently. A few, too, make their abode permanently in England. But for the outlets thus provided, the population here would be even more congested, and living proportionately more difficult. The emigrants, particularly girls, who go to America seldom forget those at home, so that at Christmas and other seasons remittances are numerous and substantial. Those who migrate to England and Scotland often save as much as £9 or £10 apiece during the six months or so they are away. These are the sources from which, to a great extent, the various calls of the family at home are met—rents paid, clothes purchased, food procured. The scanty patches called holdings—sometimes hilly and dry, sometimes low and wet, but nearly always poor—are often quite unable to produce a sufficient supply of potatoes even under the most favourable conditions. Oats usually follows potatoes in the primitive system of rotation that exists here. These constitute the chief crops of many of the small farmers. Potatoes are their staple article of diet. The holdings being very limited, frequent repetition of one crop in the same field becomes almost inevitable, with the usual result—exhaustion. This, combined with the poverty of the soil and unfavourable weather, frequently leads to failure of the potato and consequent distress such as we have been hearing so much about of late, and which I have no doubt exists—the potato this year being only about half an average crop. Hitherto people have been very sceptical as to the efficacy of spraying with sulphate of copper as a preventive of disease. From the experiments carried out during the past year, and the success that attended them, there can however be no longer any doubt as to its value. The process will accordingly become far more general this year, with the result, it is hoped, of making potato failure a thing of far rarer occurrence in future.

Spraying as a preventive of potato disease.

General condition of the people.

In addition to oats and potatoes, turnips and one or two other crops are also grown on some of the larger holdings. The tenants of these, as well as families that have some members to send to England or Scotland annually, are generally able to live in tolerable comfort. There

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Reports on the State of Education.

Mr. P. Newell, B.A., District Inspector.

Ballaghaderin.

are others however who are less favourably circumstanced, and whose condition at best is little short of destitution. For them, as also for the peasantry at large, various remedies have been recommended. Cottage industries would, if started, cure many of their ills. This, however, is no easy matter. Considerable time and a good deal of skill would be requisite. Even when started remunerative prices could not be easily obtained in view of English and other competition.

The remedy for recurring distress

The most feasible remedy for recurring distress in this part of the country lies probably in the direction of agriculture. Most of the people already possess a considerable knowledge of the subject. Sometimes however it is not turned to the best account. This likely arises largely from the fact that the existing holdings are so small and barren, and give such a slender return for the time and labour expended on them, that many despair of improvement. Bad habits, too, begotten of a baneful system of land tenure that for generations put a premium on laziness and taxed industry, are not easily got rid of. This system, however, no longer exists. The people are now rooted in the soil, but unfortunately still suffer for want of a sufficient supply of this valuable article. The holdings are much too small; till they are considerably enlarged under a land migration scheme or some such legislative device there can scarcely be any permanent improvement.

Social circumstances as affecting the schools.

I have dwelt on this matter at greater length than might at first sight appear desirable. The connection between the social circumstances of the parents at home and the requirements of the pupils at school is, however, so close, and agriculture plays such an important part in the everyday life of both, that too much attention can hardly be devoted to the matter. In spring, summer, and autumn, numbers of children have to remain away from school, because of being engaged in the fields. In winter, too, many are unable to attend from want of proper clothing. In one way or other these are all consequences of the limited reasources of the parents.

A Board of Agriculture desirable.

I think it is much to be regretted that we have not in this country a Board of Agriculture and Industries. It would be sure to give a much needed impetus to many important branches. Special schools would likely be established, some of them possibly resembling the higher primary school (écoles primaires supérieures) in France. One or more of these would be useful in each county. Admission could be by competitive examination amongst the more intelligent boys and girls of the ordinary primary schools. All expenses of the pupils would be paid by the State during the few years of their stay, provided the progress made was satisfactory. In these higher primary schools special attention could be devoted to general culture, commerce, industry, or agriculture, according as tastes and aptitudes suggested. There would thus be open to all clever boys and girls a ready means of advancement, and of preparing themselves for whatever walk in life they should afterwards chose to follow. The system has been working very well in France for some years. A like measure of success would probably attend it in Ireland—the two countries being somewhat similarly circumstanced in many respects.

Agriculture as taught in our schools.

The subject is very important.

To Irish boys agriculture should be a most important subject. Most of them live in the country, and in the poorer localities at all events give a good deal of assistance at spring and autumn work. There is besides scarcely a day in which odd jobs of one kind or other do not engage them in the fields for some time before and after school. Most of them will ultimately have to make their living by farming. The teachers themselves are also largely the sons of farmers. Some of these, too, are in the habit of combining school keeping and farming, though generally to the detriment of the former. In view of this intimate association of pupils and teachers with farming operations, it is not a little disappointing to find that agriculture is not much better taught in some schools. The fees allowed by the Commissioners are liberal. Still I am sorry to say the results produced are oftentimes not satisfactory. Various reasons are assigned by the teachers. The boys, they say, attend irregularly, are dull, or have no taste for the subject. I cannot however help concluding that the fault is frequently their own. Such gardens or farms as they possess would oftentimes admit of improvement They are rarely at all events models for imitation.

The teaching is not successful.

Book knowledge sometimes taught successfully.

Subject may be practically illustrated, even without school farm or garden.

Many teachers are very successful in imparting a knowledge of the agricultural text-book. Others, however, meet with but limited success. This should not be so, and, moreover, a very fair practical knowledge could be imparted to country pupils without the aid of special farm or garden if only the teachers would avail of the facilities within their reach. Agriculture in its various aspects is practised in the immediate vicinity of most country schools. A teacher with a proper appreciation of his duty would accordingly have little difficulty in illustrating, in a practical manner from what he sees around him, a good deal of the subject matter of the text-book. It would be a great advantage if theory and practice could be combined. I should like to see an acre or so of land attached to nearly every country school, and practical instruction therein made compulsory. In lieu of this a large number of special schools, such as have been indicated in an earlier part of the report, would prove a desirable acquisition.

Reading.

Reading is well taught in some schools and very fairly in most others. There are, however, a few in which it receives considerably less attention than it deserves. I am glad to see that explanation has of late become an important element in estimating a pupil's fitness to obtain a pass. This was a point hitherto much overlooked. Fluency and accuracy were generally forthcoming, but a proper understanding of the text was seldom exhibited. This was of course a very serious defect. It is satisfactory to know that in future a better state of things will obtain. I am aware it is no easy matter to teach explanation successfully to some pupils. Any teacher, however, who applies himself with reasonable diligence to the task may feel assured his efforts will meet with due reward. In some schools I find only half an hour a day allowed for reading and its cognate branches, explanation and poetry. This is not sufficient. To attain a respectable standard a somewhat more liberal allowance should be made. Poetry is carelessly recited in many schools. Payment of a fee for the subject would probably soon lead to improvement. More encouragement ought also to be given to school libraries. At present pupils are not sufficiently supplied with suitable reading matter. The establishment of libraries would at once mean an abundant stock of literature. Pupils would accordingly read more, and so become better readers, especially if the aid of the parents in getting the children to read for them at home were enlisted.

Insufficient time given to reading.

School libraries

Handwriting.

Writing generally is very fairly taught. Carelessness is however to be occasionally met with. This is generally the fault of the teacher in not exercising proper supervision. Some pupils who are very careful when writing on copybooks with headlines before them are often very careless when engaged at other writing exercises, such as dictation and transcription. There is here evidence of neglect on the part of the teacher who should insist on good penmanship on all occasions.

Reports on the State of Education.

Mr. P. Newell, B.A., District Inspector. Ballaghaderin.

Composition. I always attach a good deal of importance to the letter-writing of the senior pupils. Few branches are more useful. Many in after-life have to seek a living in foreign countries. It is therefore all the more necessary that they should be able to commit their thoughts to paper, and so communicate with their friends and relations without having to call in the aid of an intermediary. As is well known, there are thousands of Irish men and women in America who are unable to write home without having to engage a secretary for the purpose. The efforts at epistolary composition made by the pupils in the schools are generally respectable. Any backwardness in this respect is largely due to the subject not having been taught systematically throughout the year. Very often it receives little or no attention till several months have elapsed. An attempt is then made to cram it into the children at the eleventh hour. This plan is seldom a success, as letter-writing, unlike some other subjects, does not conveniently lend itself to such treatment. To be taught satisfactorily, regular attention throughout the whole year is desirable.

Arithmetic. Arithmetic is a popular branch with teachers and pupils, and is generally well taught. The sub-heads, mental arithmetic and compound addition, carry however no fee, and are often allowed to suffer in consequence.

Spelling. Spelling and reading go hand in hand to a large extent. Wherever the latter is well taught the former is usually in a satisfactory condition also.

Grammar. The amount of time devoted to grammar is generally about three half hours a week. Even this moderate amount could often, I think, be better employed. In some schools the subject is taught in an intelligent fashion. In others, however, the time devoted to it results in little benefit to anybody. The answering in some cases shows evidence of thought on the part of the pupils; in many other cases however it is little better than guessing. Day after day the same grammatical errors occur in conversation and letters. Probably under the circumstances the best course would be to leave the subject optional, as in England, or to have it taught in closer relationship with reading, composition, and spelling, as in Germany.

Geography. Geography is very fairly attended to in most schools. In some the proficiency is highly creditable. In others, however, better results ought to be achieved. Outline mapping, as required in sixth class, is generally neglected. This, being a sub-head and carrying no fee, suffers like so many others of its kind.

Book-keeping. Algebra. Geometry. Book-keeping, algebra, and geometry are taken up in a fair number of schools, and with reasonable success. One or more of them could, I think, be advantageously introduced by a larger number of teachers.

History. I have often thought that permission to teach the history of Ireland as an extra branch would be much appreciated. It would probably be a very popular subject. Being, however, of a rather controversial character in certain respects, it is not unlikely its introduction would be attended with some difficulty, though by no means of an insurmountable kind.

Music. Music is generally confined to girls' schools. It is to be regretted that more teachers are not qualified to give instruction in the subject. Owing to the preference given to the Tonic Sol-fa in the training colleges, this is the system that will soon be in most general use. The system is, however, of small importance as compared with the results produced. These are generally very fair. Even if the children never learnt anything but to sing a number of songs by ear, the advantage would be considerable. A fee is paid for such singing in England. It is not easy to see why a similar concession would not be serviceable in Ireland.

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Reports on the State of Education.

Mr. P. Newell, B.A., District Inspector.

Bal'agha-derin.

Drawing.

Nearly all teachers having certificates for drawing take up the subject. I do not think, however, that the necessity of having certificates for freehand drawing ought to be insisted on. If the work produced by a teacher without a certificate is as good as the work produced by a teacher with a certificate, I cannot well perceive why the latter should be better rewarded than the former. Drawing is a very important branch of popular education, and ought to be encouraged in every possible way. I would accordingly allow all teachers who felt so disposed to introduce it into their schools. If the results were not commensurate with expectations, the subject would be soon dropped like any others not found to pay. Those teachers, however, whose efforts were successful, would probably continue to teach the subject, and thousands of pupils, now debarred, would thus be given an opportunity of cultivating any talent for drawing they might happen to possess. Many authorities are of opinion that a teacher who is successful in making his pupils good writers would be almost equally successful in making them proficient in freehand drawing.

Irish.

Irish is taught in but very few schools in the district, and only in localities where the children can hear the language spoken by their parents at home. The difficulty of mastering the requirements of the programme is accordingly very much lessened in such cases. As a result the proportion of passes is larger than an equal amount of attention would justify in schools where the pupils were less favourably circumstanced. A high fee is paid for the subject. In Irish-speaking localities the children have a very fair colloquial knowledge of the language by the time they reach fifth class. One would in consequence expect to find a large number presented in the subject. This is not however the case. There are a few difficulties in the way. The teachers themselves, for instance, do not oftentimes possess the necessary certificates of competency, and find besides that their time is pretty fully occupied by the ordinary programme without the addition of an extra such as Irish. The language is still spoken by a large number of old people in the district. All the younger men and women, however, almost invariably use English. They find it far more serviceable for the purposes of every day life. Many of them have to spend a great part of every year in England in order to earn enough to support themselves and their families. It is no wonder then that they look at the matter from a utilitarian point of view. Personally, I should very much like to see Irish taught more generally, especially in localities where a colloquial knowledge already exists. No other subject need necessarily suffer in consequence.

Needlework, new and old Sixth Class programmes.

Needlework is well taught in most schools. The alternative programme for sixth class girls is not, however, popular, nor is it taken up in many schools where exemption was obtainable. Under it the time devoted to industrial work is greater than many parents and pupils desire. It is chiefly the children of the well-to-do classes that are allowed to remain at schools till they have passed through the sixth class. Only a small proportion of these consider the amount of literary instruction given under the old programme too much. Many of them are of opinion that sufficient industrial instruction could be imparted during an hour a day. In four schools out of five all the industrial work usually taken up could be effectively taught in considerably less than the two hours allowed. There would thus, if desired, be still left ample time for a limited course of arithmetic and other literary subjects that are under present conditions abandoned. Special industrial courses suited to the requirements of different localities, and open to such grown

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girls as wished to attend them, would probably be a boon. It seems questionable policy, however, to force all sixth class girls alike to take up the alternative scheme. Many might find the other more to their advantage. The best policy would probably be to allow parents and pupils to choose whichever they preferred, and so have both taught side by side whenever necessary.

Cookery at home and abroad.

Cookery is a subject that should receive far more attention than it does. There are 140 schools in the district, and of these only one or two present pupils in cookery. This is much to be regretted. A large number of girls emigrate to America. Some of them obtain employment as domestic servants. Had they been taught cookery at home their prospects would be very much better abroad. Nor are the girls who remain in Ireland less deserving of consideration. Many of them know but the merest rudiments of cookery. Some would regard this as a serious blot on our primary education system. Only to a limited extent, however, can I agree with them. The introduction of cookery in elementary schools is attended with some difficulty. Apparatus and materials have to be provided. Skilled instructors for such a subject are also rather rare amongst our National teachers. These difficulties are not, however, insuperable.

Special classes in cookery.

About a year and a half ago special cookery classes extending over six months or so were got up in the town of Kiltimagh. A qualified instructress was provided according to usual arrangements. The grown girls of the various neighbouring schools attended in turn for a lesson of two hours or so per week. The customary fees were paid by the Board for such pupils as satisfied the necessary requirements with regard to attendance and proficiency at the end of the six months or so that the classes lasted. Considerable benefit was derived from the instruction.

How subject is taught on the Continent.

In Belgium more attention is paid to matters of this kind than here. Housewifery, which includes cookery, laundry work, and other such domestic occupations, is liberally provided for. Classes for the purpose exist in connection with a large number of primary schools. Separate institutions called écoles ménagères are also numerous. These are usually attended by grown girls who have just left the elementary school. Being of more mature age they are better able to profit by the instruction than the older girls of the elementary schools who are usually a year or two younger, and require besides all their time for the ordinary school work.

School fees; compulsory attendance.

Previous to 1892 when an Act of Parliament was passed abolishing fees in National schools, there was a somewhat general opinion that free education would mean better attendance of pupils. So far however these expectations have not been realised. This is due to various causes. Education, like many other things, seems to be prized largely in proportion to the price paid for it. Fees, moreover, were seldom rigidly enforced. In nearly all well-worked schools the attendance has always been very fair. The children are, as a rule, glad to attend when schoolrooms are comfortable, and teachers do their part by kind treatment and efficient discharge of duty. There are, however, exceptions, and for these the only remedy seems to be compulsion. Such a measure has been found necessary in most countries of Europe. I am not aware of any good reason why it would not be equally serviceable in Ireland. It would at all events compel all who were not exempted on some valid grounds to make at least one hundred attendances a year, and go through the annual examination in the usual way. At present

Mr. P. Newell, B.A., District Inspector.

Ballaghaderin.

several boys and girls fail to make even this moderate number of attendances. Carelessness on the part of the parents is generally the chief cause. Uncomfortable schools and indifferent teaching are also a good deal to blame.

School-houses—their condition.

In this connection I may observe that about nine-tenths of the schoolhouses of the district are all that could be desired. They are new, commodious, and, as a rule, comfortable. The remaining tenth or so are however in a rather dilapidated condition. Changes that have recently taken place as regards two managers will, however, I expect soon lead to considerable improvement.

Grants to build, &c.

I have often thought it very regrettable that even after the necessity for a new school has been admitted there should frequently be such delay before the requisite funds are forthcoming. It would also, I think, be better if the Board of Works undertook all responsibility in connection with the erection of new buildings. Most managers would be only too glad to be relieved of all trouble beyond making the initial representations to the Commissioners as to the want of school accommodation in the locality. The majority of schoolhouses are built for the two-thirds supplied by the State, so that the local third is largely a myth. It would accordingly be better, in my opinion, if the total amount actually required were allowed by the State, and the fiction of a local third at once abandoned. Cheeseparing in this matter is bad policy. There may, under present arrangements, be a small saving in the beginning, but there is the certainty of a loss in the end, owing to the temptation to inferior workmanship caused by inadequate grants.

Defects in plans and specifications.

Another matter that ought to be attended to is the building of class-rooms only where required. I know several new vested school-houses that contain such additions, though the average attendance is seldom more than forty or fifty, and never large enough to warrant the services of an assistant. A good deal of accommodation thus remains unused, as one teacher cannot attend to pupils in both rooms. Even when there is a monitor it is generally better to have all the scholars under the teacher's eye. Classrooms ought not accordingly to be specified for unless there is clear evidence as to their necessity. What makes their presence the more regrettable in the cases referred to is the fact that the schoolrooms are too small for the attendance, though if school-rooms and classrooms were combined there would in every instance be ample accommodation.

School-yards badly kept.

I have often to complain of the want of taste displayed in the yards or plots surrounding schoolhouses. Teachers generally feel it incumbent on them to keep the interior of their schools fairly clean and tidy. Outside, however, very little is done to make the premises presentable. Many appear to consider that after they have instructed the pupils in the bald requirements of the results programme their duty is at an end. This is a narrow view to take of the obligations of their position, Every teacher should feel a pleasure in having shrubs and flowers in all convenient places about his school. A special fee for excellence in this respect would probably be productive of good results.

Discipline fee desirable.

For discipline and organization, too, some similar reward would seem to be desirable. In a large number of schools the results programme is effectively taught. In some, however, cleanliness, order, deportment, and a variety of kindred matters receive but limited consideration. These carry no fee, and so are frequently neglected, though, from an educational point of view, perhaps as important as some of the literary branches. There seems no very good reason why Ireland should be treated differently from England in this respect.

Reports on the State of Education.

Mr. P. Newell, B.A., District Inspector.

Ballaghaderin.

Teachers—mainly efficient: some exceptions.

Teachers who were appointed many years since.

The teachers of the district are on the whole a hardworking and efficient body, and compare very favourably with those of any other part of the country. As might be expected there are, however, some exceptions. A certain percentage consists of men and women who were appointed about thirty years ago, when the conditions of admission to the service were less exacting than at present. Several of them did very fair work in their day. They are now, however, somewhat advanced in years, and scarcely up to latter-day requirements. In their schools one generally finds the classification of the pupils low—an unduly large number in the junior division—and consequently an unduly small number in the senior. They are seldom able to work the pupils up into the higher classes, or to teach them effectively if there. Some would, I know, be disposed to resign but for the questionable principle on which the pension scheme has been drawn up—annuities increasing in a kind of geometrical proportion for every additional year of age attained. Thus, assuming the pension at the age of fifty-one to be £34, at the age of fifty two, or one year later, it would be only about £35 15*s.*, or £1 15*s.* more, whereas between the ages of sixty and sixty-one it would vary from £60 to about £64 10*s.*, or a difference of £4 10*s.* There is thus a strong inducement to cling on to office until compulsorily retired, though physical and mental infirmities may have made their appearance long previously.

Teachers who are naturally indolent or careless.

Besides the class of teachers just referred to there are others who, through indolence rather than inability, fail to conduct their schools as successfully as they ought. Their number I am glad to say is not considerable. It is larger however than is beneficial for the interests of education in the district.

Method of appointment—open to objection.

There is a third class of exceptions also—teachers who are willing to work, but owing to youth and inexperience produce only indifferent results at first. Most of them, of course, improve in time, but meanwhile a large number of children may have suffered from their inefficiency. That they should hold at all such responsible positions as principalships is due to what I regard as a serious defect in the existing mode of appointment. Most managers endeavour to obtain the very best teachers for any positions at their disposal. There are others, however, who are not disinclined to take a much lower view of their responsibilities, and to allow themselves to be influenced by a variety of considerations other than the interests of the schools. Many cases accordingly exist where principalships have been given to low-classed and untried teachers, while high-classed and efficient candidates have offered themselves in abundance. This is a serious flaw on the present method of appointment, and one that rather pressingly calls for a remedy. No manager should be free to appoint inferior teachers while better were available.

Training Colleges and ex-Queen's Scholars

The Training Colleges generally do a good deal of useful work. Very few teachers return from them without being considerably benefited in one way or other. There are opportunities of seeing large schools at work and of learning improved methods of training youth and imparting instruction. The course of study undergone has also a beneficial effect. If teachers generally would keep up their reading after they have left the colleges the results would be more satisfactory. While then every teacher has, as I say, been benefited to some extent, the benefit is oftentimes not commensurate with the expectations. A higher class, which generally carries a higher salary, is almost invariably attained. Many also obtain certificates of competency in music, drawing, and other branches. This in itself is no

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Reports on the State of Education.

Mr. P. Newell, B.A., District Inspector. Ballaghaderin.

small gain; something more, however, is desirable. Training Colleges cannot be said to have subserved to the full the purpose for which established unless Queen's Scholars have been taught to conduct their own schools more efficiently. Yet in this respect there is oftentimes considerable disappointment. So long, however, as the present system of classification exists, and teachers' incomes continue to depend more on their own class than on the way they conduct the schools, so long is there likely to be disappointment.

Accounts, results, incidental visits.

The accounts are, I have no doubt, honestly kept in nearly every school, though the temptations to the contrary are very great in view of results, averages, and capitation. In this district there is very little time for incidental visits, so that an inspector is seldom able to exercise any very effective supervision over the various records; and, what is more regrettable, has very little opportunity for observing the normal working of the school—whether pupils and teachers attend in time, how cleanliness and order are looked after, what way instruction is imparted, and generally whether a high standard of efficiency is aimed at. These are important matters, but receive far less attention than they deserve because of the heaviness of the results work which monopolises nearly all available time. In my opinion, education would in no wise suffer, but rather gain, if the English system of examining only about one-third to one-half the pupils were introduced here, and the time so saved devoted to incidental inspection.

I am, Gentlemen,

Your obedient servant,

P. Newell.

The Secretaries,
National Education Office.

Mr. W. J. M'Clintock, M.A., District Inspector.

Mr. W. J. M'Clintock, M.A., District Inspector. Cavan.

Cavan, January, 1898.

Gentlemen—I beg to submit the following general report on the state of National Education in this district, for 1897.

Houses and premises.

There are at present 153 schools in operation—147 ordinary, three in connection with convents, two evening schools, and one Poor Law Union school. Two applicant cases for aid are before the Board, and one for restoration of grants. Since the date of my last report the work of improving the school buildings has been going on steadily, and some of the very worst houses have been, or are on the point of being, superseded by structures vested in trustees. At Garrysallagh, two well-finished houses have taken the place of two rooms which appear to have been intended for a farmer's outhouses. In the parish of Ballintemple three vested houses are on the point of completion, and will supersede the premises now in use at Aghaloora and Braskey. In the parish of Annagh, a wretched hovel at Keeny will soon cease to exist as a National schoolhouse. A considerable number of instances of unsuitable accommodation, however, still remain, and there are five

Reports on the State of Education.

—

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

cases in which the houses are extremely defective and the pupils suffer from insufficient light and from imperfect ventilation. The offices are kept fairly clean, and the rooms are, as a rule, limewashed once a year, but the teachers are often remiss in their duty as to dusting—the walls and tablets afford indisputable evidence on this point. The want of an abundant supply of fuel is much felt in many localities, where no provision is made for a fire except the few turf which the pupils bring with them from day to day. This circumstance combined with the excessive moisture of the climate makes the walls damp and renders many of the houses incapable of affording a high degree of comfort in inclement weather. In numerous instances the premises are very small or non-existent, and the playground is the adjacent road or lane. This want of sufficient space outside has sometimes necessitated the erection of the offices against the wall of the house—an arrangement which must be highly objectionable from a sanitary point of view. An attempt was made some time ago to introduce the cultivation of flowers, but it met with little success. Various reasons were alleged. Where there are no grounds it was impossible to comply with the suggestion, beyond rearing a few plants in pots at the windows; the enclosed plots attached to vested houses are nearly always so small that they are wholly required for playgrounds; the teachers in nearly all cases live at a distance, and there is no one to protect, outside school hours, the plants from the depredations of cattle and fowl, or the intrusion of mischievous children. It is to be regretted that more interest was not taken in this matter by local parties whose influence would tend to minimise the risk of destruction. Taste for the beautiful, is, however, not common, and the educational value of neatly arranged grounds does not seem to be appreciated at its real worth.

Compulsory attendance

Compulsory attendance has been in force in the town of Cavan since 1893. A committee was appointed in the same year to carry out the provisions of the Act in Belturbet, but after some time it ceased to exist. In the beginning of 1897 it was re-constituted, and is at present in operation. As a considerable number of the pupils attending the schools in these towns reside in the country districts around, it is difficult to speak with precision of the effects of the Act in the purely urban localities. It is certain, however, that its influence in Cavan has been beneficial.

The extension of the compulsory clauses to the rural districts would be of immense benefit if methods could be devised for its effective administration Many pupils fail every year to qualify by attendance for the Results examination, and the number examined annually falls off rapidly in the successive classes above the Third.

School fees.

The abolition or reduction of school fees has had no effect on the attendance of pupils in this district. Payment of fees was, I believe, very rarely insisted on so far as to lead to the withdrawal of a pupil, and in the case of the poorer class the fees were nominal or no charge was made.

Attendance of pupils.

The total attendance of pupils at the rural schools shows a decrease during the last two years. This decrease is due to social and economic conditions which may prove of a permanent character. Epidemics of the usual type and limited to small areas have appeared, but their total effect has been slight. In only one case was the illness among the children prolonged, and it affected only two schools seriously. The weather has been more than usually mild and open, and, though there has been a large rainfall, fairly favourable to the maintenance of the attendance.

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Mr. W.J. M'Clintock, M.A., District Inspector, Cavan.

Monitors.

The monitorial staff stands at present as follows :—

Year.	Males.	Females.	Total.
First,	1	8	9
Second,	4	11	15
Third,	7	9	16
Fourth,	2	7	9
Fifth,	1	2	3
Total,	15	37	52

The number of female monitors is far in excess of the males, and the demand for their services after their course is completed is quite insufficient to absorb the supply. Hence a large proportion of them are unable to obtain positions as teachers though they are unfit for, or unwilling to turn to, other vocations. More stringent regulations are required to limit their numbers, if their chances of employment in the Board's service are to be regarded as an important factor in the considerations which relate to their appointment. When the average attendance is sufficient for the appointment of a monitor, the manager is, in most cases, under the impression that the school is entitled to this addition to the staff. The teachers as a body deplore the appointment of more monitors than are likely to be required for vacancies in the future, but each teacher wishes to have as many in his own school as the average attendance warrants. The salary, though small, and the prospect of admission to the rank of teacher, are sufficient to attract plenty of candidates. Thus the primary object in these appointments—the training of young persons in approved methods of school-keeping—is partly lost sight of, and a number of young men and women—of whom the latter form a preponderating majority—is added yearly to the list of those who are looking for employment in a profession already overcrowded. The answering of the monitors at their annual examinations is fair. Most of them have at the date of their appointment reached the Sixth Class, and as their special programme is not extensive, little effort is needed to keep ahead of the requirements of the examiner. Indeed, in the case of those who have already passed in the first or second stage of Sixth Class, the demands of the special programme are quite too limited, and instances have come under my notice of clever candidates of 14 or 15 years of age, subsequently contracting habits of indolence owing to the want of incentive to study, and reaching the end of their course, five years thence, with no more knowledge than they could have, without undue pressure, acquired by two years' constant work. The training they receive is seldom of a very high character. The methods of a monitor cannot be expected to be superior to the methods of his teacher; besides it is very difficult for a teacher to give practical instruction to his monitor during school-hours. While the latter is engaged with one class the former is busy with two or perhaps more classes in another part of the room, and close attention to the instruction of the monitor in the art of teaching at the moment would imply insufficient supervision of the pupils. In indifferent schools faulty methods are acquired which the long period of service confirms. Intelligent young persons trained for one or two

Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

years in practising schools of recognised merit would learn as much of practical work as the monitors do in five years, and would run no risk of having defective models set before them from day to day.

The work of examination leaves so little time for inspection proper that the daily working of the schools must in a large measure be imperfectly known to the Inspector, but the limited opportunities I have for incidental visits have impressed strongly on me that grave defects exist. The chief of these are:—

Defects in methods.

1. Violation of the regulations of the Time Table. This is very common, and as the teacher often finds it necessary to consult the tablet at change of lessons it is plain that the non-observance of the prescribed regulations is by no means an exceptional occurrence.

2. Neglect of class-teaching and disuse of the blackboard. Writing and arithmetic suffer especially in these respects. The Infant and First Classes when writing have no model placed before them, except a very imperfect copy-line set on their slates by a senior pupil. This is a very vicious system. Different pupils superintend the work on different days, and where no uniform style of penmanship is taught these children have conflicting models put successively before them for imitation. In the higher classes the use of engraved headlines is universal, and although the copybooks present numerous examples of badly formed characters, I never see the teacher call in the aid of the blackboard to give a common lesson on the proper shapes of the letters. Elucidation of processes in arithmetic is very seldom attempted. The employment of cards similar to those used by the Inspectors is common among the higher classes, and the supervision exercised consists mainly of individual correction of answers. Sometimes even correction is dispensed with.

3. Want of due attention to explanation and to the fostering of habits of observation. Whatever may be the subjects of the programme, *intelligence* should be the first requisite in every scheme of education. Do the pupils understand? is the question every teacher should ask himself. This is the most glaring defect in the National schools, and it had its origin in our system of examination, in which explanation of the language of the Reading Book, was until a few months ago relegated to a place of secondary importance. A pupil takes little interest in reading what he does not understand, and the habit he acquired of going over the lessons without becoming acquainted with their drift was carried to his other work and showed itself in listless bearing and uninquiring attention. A question put in the plainest terms, or in the very words of the book, frequently evokes only a smile from the pupil, even when the answer follows immediately after the words used in the question. On the occasion of incidental visits I have listened to reading lessons in which not a single question was asked, or a single remark made, regarding the meaning of the context. Again, there are no objects more valuable for purposes of instruction than those to be found in the world outside the walls of the schoolroom. There are innumerable opportunities for lifting the attention of the pupils from the books, and taking them in thought to the hills and the lakes, to the animals and the plants, which abound on every side. Reference is, however, very rarely made to these, and the children are not duly taught to observe and reflect. Each school might easily be furnished by an intelligent teacher with a set of specimens of natural objects which would be valuable for purposes of illustration. If the present programme be too wide in scope to allow sufficient time for the points here adverted to, it would be better to confine it within limits sufficiently narrow to leave no excuse for low proficiency in these respects.

Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

Discipline.

Excellent discipline is maintained in a few schools, but in the majority it can only be described as fair. The annual examination is the goal towards which the teacher is working, and he spends no more energy in the maintenance of order than he considers sufficient to allow of fairly effective instruction. Much improvement might accordingly be introduced into class movements and the manner of standing in draft circles. In the smallest schools, where there is a continual struggle to keep up the required average attendance, discipline is sometimes lax in character, lest some of the pupils take offence and go elsewhere.

I shall now refer briefly to the degree of efficiency with which each subject of the programme is taught.

Reading.

The teachers have not yet fully appreciated the extent of the recent addition to the programme in Reading. Their chief aim hitherto has been to produce accuracy, and the inclusion of ' Explanation " in the requirements for a pass has during the last three months increased considerably the number of failures and reduced largely the number of satisfactory passes. This addition was indispensable if reading was not to be brought to mere word-teaching. The beginning of the existing defects is to be found in the Infant and First Classes. The programme for these does not explicitly state that the pupils are to attend to the pauses or to know anything of the subject-matter of the lessons. Accordingly little or no attention is paid to these matters in the two lowest classes of the school. Hence the *fons et origo* of nearly all subsequent difficulties. The children are often four or five years in attendance before they reach the Second Book, and in the meantime they have acquired the habit of reading without paying the slightest attention to the pauses, and without giving a thought to the meaning of what they have gone over so often that, in many instances, they are able to repeat lessons from memory. These bad habits, which need never have been contracted, are seldom completely eradicated.

The repetition of the selected pieces of poetry is seldom of high merit, the general faults being indistinctness and excessive speed. More importance should be attached to this exercise. It could be made a valuable adjunct to Reading in the acquisition of clear enunciation, due emphasis, and the proper grouping of words.

Writing.

Writing is passable in the junior division with few instances of excellence; failures in the senior classes are frequent. The chief defect in the First Class is inability to write with uniform slope between the lines ruled on the slates. The other classes show more or less imperfect imitation of the copyline. Supervision is too often limited to a rapid glance over the work at the end of the lesson. Sometimes the books are collected without even this passing attention. If the teacher would directly superintend at least one lesson of the junior classes each day, and insist on the same style being acquired throughout the school, a marked improvement would, I think, soon be effected. In the Fifth and Sixth Classes, letter-writing comes under this head, and it is the worst taught portion of the subject. The specimens executed on the day of examination prove that insufficient attention is given to punctuation, the spelling of ordinary words, the correction of local vulgarisms, and the formation of simple sentences. The school exercises on paper of the senior classes show the degree of care which the teacher bestows on the written work of his more advanced pupils, and if the evidence they frequently give as to the manner in which this part of his duty is performed be taken as an index of the general character of the effort made to meet the requirements of the programme, it cannot be considered creditable. Transcription is the favourite subject, yet even

Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

here, uncorrected errors in spelling appear, and punctuation is disregarded, though the pupils have the open books before them. The penmanship tends to scribble, the dictation and parsing exercises show only intermittent supervision, and the letter-writing exhibits most of the faults of unguided effort. The want of effective oversight leaves the pupil under the impression that his work has been properly done. Under such circumstances he would be better idle; at least he would not be learning to spell words wrongly.

Spelling.

The changes recently made in the programme for spelling will no doubt prove beneficial. Hitherto phrase-spelling stood as a sub-head in the First and Second Classes. Its inclusion in the pass mark will lead to greater attention, and will furnish a suitable introduction to dictation in the Third Class. The junior classes usually acquit themselves with credit to this subject; the others show very moderate proficiency. The passes in the Sixth Class are not so numerous as formerly owing to the addition of six detached words to the prescribed test.

Arithmetic.

Arithmetic receives more attention, or to speak more correctly, occupies more time than any other subject. The junior classes usually pass in it, but many in the senior division fail. The teachers concentrate their efforts mainly on the "pass" portions of the subject. It is generally agreed that instruction should have reference to concrete numbers, but the teaching in the schools differs widely from this. Some schools have no ball-frames, others possess ball-frames, but no use is made of them. The tables are taught as set forth in the columns of the text-book, but the pupils are seldom trained to exercise their understanding in calculations regarding material objects. A child who knows that 12 times 5 are 60 usually makes no reply when asked—"If you had 5 boxes with 12 pencils in each box, how many pencils would you have altogether?" But if he makes any reply it is nearly always "60 pence, 5 shillings." Senior pupils who can repeat long and square measures are unable to say which should be used in determining the length of the room in yards with a tape line on which feet are marked. Notation and numeration are much neglected in the Third and Fourth Classes. Pupils often reach the Fourth Class before they are able to set down or read numbers of five figures, and some teachers appear to think that an Inspector who asks a First Class child to set down a number of two digits in its proper place under one of three digits is going beyond the limits of the programme. Mental calculation is not systematically taught, and I do not expect it to receive due attention until it occupies a position in the programme worthy of its importance. The attainments of the Third Class have fallen off considerably since the issue of the Revised Instructions in May, 1896. Pupils can pass who know nothing of either long division or compound addition. The former rule is now frequently ignored in this class. It is the most difficult in the prescribed course, and an indolent teacher is unable to resist the temptation to defer instruction in it till the succeeding year. The system of examining by cards has led to a system of teaching by cards, demonstrations on the blackboard are seldom given, and the rationale of the subject is little understood.

Grammar.

Grammar is more difficult to comprehend than any other subject, and the children make slow progress in it. The Third Class pupils answer fairly on the very limited course laid down for them. The programme for the Fourth Class is much wider, and its requirements

Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

are seldom fully met. Failures are numerous in the senior division. The instruction is not systematic nor judiciously graduated. Third Class pupils are accustomed to parse the words in the order they occur in the book, and they are better acquainted with monosyllabic prepositions than with any other part of speech, though they are not required to know the preposition. A child who has passed through this class, even though he has failed in Grammar, is usually introduced at once in the Fourth Class to the whole array of the technical terminology of the subject, there being no definite line drawn by the teacher between etymological and syntactical parsing. The consequence is confusion. The children get bewildered, and often after a year in the Fifth Class make gross blunders in the parts of speech. I think it would be well to leave this subject optional and to expunge derivations from it. It is of little or no practical value, and the time devoted to it is largely lost. It is intended, I suppose, to teach the child to speak and write the English language correctly, but it does not accomplish this object. The child, as a rule, never sees the slightest connection between parsing and the mode in which he expresses his thoughts. As taught, it cannot be said to constitute a valuable mental training, and if it does not do this of what use is it, or to what does it lead? Its exclusion from the obligatory subjects would not entail any intellectual loss which would not be more than outweighed by proper attention to composition.

Geography.

The Third Class is taught Geography wholly on the map, and the instruction is too much confined to mere pointing. The relative positions of oceans and continents are imperfectly known, and pupils who can show Newfoundland, Sea of Okhotsk, &c., often fail to distinguish land from water, or to show the cardinal points as regards the map or the schoolroom. That the zenith is the north and the opposite point the south is no uncommon impression. The Fourth Class and the first stage of Fifth should each be prepared on two maps, but attention is chiefly given to one—the map of Ireland. Two questions out of five secure a pass, and a fair knowledge of one map generally suffices for this. In the senior division the teacher is prone to rely too far on the text-books, and the pupils consequently show a meagre acquaintance with the positions of places, the comparative magnitudes of counties and countries, the directions of rivers and mountain chains, &c. The programme for this subject might with advantage be given a more commercial aspect. This would prevent the teaching being so much confined to committing to memory long lists of names, and it would tend to keep before the minds of the children the fact that it is not a mere map hanging on the wall that they are learning about, but a busy ever-moving world, full of people like themselves, and containing innumerable centres of industry.

Agriculture

The proficiency in Agriculture is moderate, and it is treated entirely as a literary subject. If the pupils are to be taught habits of observation, to think of, and reflect on, the objects they see around them, no point in the programme affords such ready means of doing so as Agriculture. Children whose homes stand among fields of upland hay, and who can tell the distinguishing features of various plants as given in the book, aver that they have never seen Italian or perennial rye-grass. Cocksfoot grows on the sides of every road, yet no one recognises it. An improvement would surely be effected if the teacher were required to show specimens of the grasses, flax, &c., to those who are learning about these crops, and if it were incumbent on him to make

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Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

at least the Sixth Class acquainted with the nature of the different soils in the neighbourhood and the capabilities of each for the growth of plants. Such instruction would be highly relished by the children, and would be retained in their memories long after the subject matter of the book, unassociated with physical facts in a known locality, had faded from recollection. There are five School Gardens in the district. When judiciously treated such gardens afford a good example which can be followed on every farm and by nearly every cottager. Not only do they exhibit approved methods of cultivation; they also serve to introduce various vegetables which should *appear on every table.* The food of the working-man is frequently of bad quality and lacks variety. Potatoes with cabbage are his staple home-grown diet, but the potato now-a-days is far inferior to the same esculent of sixty years ago. Baker's bread, Indian tea, and American bacon are the chief foreign commodities which he consumes, and they form a very inferior bill of fare. It is, therefore, most desirable that every one who has a garden should know how to cultivate parsnips, lettuce, carrots, &c., so as to be able to provide nutritious and *appetising* food in sufficient variety, and at small expense. The arrangements for the inspection of these school-gardens require re-adjustment. At present the mode of cultivation, the appearance and variety of the crops, &c., have in many cases to be reported on in the winter season when the ground may be covered with snow and when, even under the most favourable circumstances, the only crops to be seen are a plot of hardy vegetables. These inspections should be disassociated from the ordinary Results examinations and held in the spring and summer months.

Needlework.

Up to the Fourth Class inclusive, the girls acquit themselves creditably in Needlework. The Fifth Classes show fair progress in stitching, working button-holes, &c., but the first stage is backward in darning and the second stage in sewing on gathers, and both possess very limited ability in cutting-out. The alternative scheme is taught in a gradually decreasing number of schools and the proficiency shown is pretty good, but the literary portion of the programme is seldom properly attended to. The composition exercises do not show high merit, and the pupils are not well acquainted with the subject matter of the text-books on domestic economy.

Music and drawing.

Music is taught in eleven schools and Drawing in nineteen. I have no means of judging of the acquirements of the teachers in the latter subject, as I have never seen them resort to blackboard instruction, or go beyond marking errors in the pupils' work, which is in general of a mediocre character.

Sound instruction of a practical nature should receive special recognition.

The remarks made above as to the general efficiency of the schools are a reflex of former Reports, and indicate stagnation at a moderate level. The alterations recently made in the programme as to reading and spelling are a decided step in the right direction, but more drastic changes still are required. Subjects of practical value should occupy the most prominent position, and the teachers under whose care the children make sound progress should receive special recognition. Mental arithmetic and derivations stand as sub-heads, and both are badly taught. Why do we stretch after Latin roots in the case of a child who cannot make up the price of 3½ stones of sugar at 2½*d.* per pound? Again, the child who answers four questions out of ten brings in the same fee as the child who answers all. Teachers having a natural talent for their profession, and who love the work for the work's sake,

Reports on the State of Education.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan.

may aim at sound instruction notwithstanding, but too many, indifferent to the interests of the pupils, are quite satisfied if they receive the money.

Irregular attendants.

Year after year a large number of children fail to make the minimum attendance required to qualify for admission to the examination. Payments, other than Results Fees, are made in respect of these, but no means are adopted to determine the amount of attention they receive and the progress they make. Individual marking of those who attend at least 100 days leaves no time for such work: and so long as detailed marks for each individual are required there will, in the absence of an increase in the staff of examiners, be no time for it. As a first step then towards bringing this residue under a test of proficiency, I consider that the abolition of separate marking for each pupil in every subject is indispensable under existing conditions. Then the matter could be dealt with in one of two ways. If the annual examination be held on a day previously notified, as at present, the regulation requiring 100 attendances could be rescinded, and every pupil whose name appears on the register continuously during the six months previous be declared qualified. If this examination be held on a day of which previous notice is not to be given, the Inspector would most likely find a considerable number of these irregular attenders present on the occasion of his visit. In such a case all in attendance would be examined.

Special advancement of pupils.

Another question which deserves consideration is whether it is practicable to facilitate the promotion of the more intelligent pupils. A period of three years of fair attendance is quite sufficient for a child of average mental capacity to master the first two sections of the First Book, and no fee should be paid for any examination beyond the third. Two years would be enough in the case of brighter children if not enrolled till four years of age. If schools were classified, and a fee paid in proportion to the degree of proficiency attained, pupils who possess more than ordinary aptitude need not be kept a year in each class above the infant. The Inspector, when determining the "class" of a school annually, could take into account the number of instances in which pupils had completed the infant's course within a short period, and the number of instances in which pupils of higher classes had deservedly risen two steps within the year, and give the teacher due credit for their special advancement. Towards this end, and also for the purpose of preventing any pupils from being kept too long in the same class, the two columns on the left-hand side of the page in the roll book in which statistics of attendance are now entered, might be used for recording, in the case of each pupil, the "date of admission to present class," and the "number of attendances made since admission to present class."

I am, Gentlemen,
Your obedient servant,
W. J. M'Clintock.

The Secretaries,
Education Office.

Reports on the State of Education.

Mr. D. P. FitzGerald, B.A., District Inspector.

Mr. D. P. FitzGerald, B.A., District Inspector.

Ballinamore, 26th January, 1898.

Ballinamore.

Gentlemen,—In accordance with your instructions, I beg to submit a General Report on the state of National education in this district, which has been in my charge since 1st November, 1895.

District.

The district consists of the greater part of Leitrim, east of the Shannon, of a large portion of West Cavan, and of a small strip of Fermanagh. It contains the town of Carrick-on-Shannon, the villages of Ballinamore, Ballyconnell, Swanlinbar, Drumshanbo, and many small hamlets. The population is thus, for the most part, rural, and the schools may be considered rural schools. Of these there are 140, divided as follows:—

Schools.

134 Ordinary National Schools;
3 Convent National Schools;
1 Monastery National School;
2 Poor Law Union Schools.

As there are no other primary schools, the National schools may be fairly considered as meeting the educational requirements of this area. The schools are situated in suitable localities, and in very few cases have the pupils long distances to travel. In the mountain tracts, however, where the roads are bad, the pupils have frequently to cross rivers by fords or over frail bridges; when, as frequently happens, these rivers are swollen to mountain torrents, though the schoolhouses may be in view, and but a short distance "across the fields," they become almost inaccessible to many.

New houses.

Perhaps in no part of the country has more improvement been effected in the matter of school buildings than in this. Everywhere through the district are to be found good houses lately erected. But though this improvement has been very considerable, much still remains to be done. Since my appointment to the district, eight new schoolhouses have been completed. Many of these replaced structures which were wholly unsuitable for almost any purpose, and so the new ones are a boon to teachers and pupils alike. New houses are at present being built at Drumreilly, Ardmoneen, Garvary, and Derrynananta. Grants have been made for the erection of others at Carrick-on-Shannon, Drumbrainless, Drumeela and Kilmore — these last two being for houses with double departments. Difficulties have arisen in these cases, principally in connection with the completion of the leases; these difficulties have, I understand, now been removed, and I expect that the works will be proceeded with as soon as the season permits.

Bad houses.

These will still leave seventeen houses which cannot be described otherwise than bad. They are, for the most part, wretched hovels, thatched, unceiled, with rugged clay floors, imperfectly lighted, and still more imperfectly ventilated, and provided with neither offices nor playground; they are poorly furnished, afford inadequate accommodation, and offer no facilities for teaching. The managers profess their anxiety to replace them by more suitable buildings, but they are either hampered by the difficulty of obtaining sites, or have received such a legacy of bad houses that new ones can only gradually be provided. Application has been made for grants for the erection of six houses—viz., Anglucashel, Cloone, Cloonsarn, Fenagh (2), Kildallen and Pottore. When these structures are completed, the school-going population will have but little cause for complaint on account of uncomfortable buildings.

Reports on the State of Education.

Mr. D. P. FitzGerald, B.A., District Inspector.

Ballinamore.

Cleanliness.

The houses are generally kept in fair order. Even the worst of them are clean. There is, however, little taste shown in many of them; maps and charts are suspended with little regard for order; books and slates are strewn carelessly about; above all there are exceedingly few examples of any attempt having been made to render the places attractive by the planting of flowers or shrubs in the adjoining playground. This is particularly to be regretted. The pupils come in many cases from homes in which little attention can be given to order and neatness; this makes it all the more obligatory on the teachers to inculcate by example more than by precept a love of habits of order and neatness; otherwise an important—a necessary—feature in the education of the pupils will have been neglected.

Attendance

Since the passing of the Education Act of 1892 all the schools in this district are free. A slight excess fee might, in a few cases, be charged. This is never demanded. The compulsory clauses have never been enforced, as there is no town to which the Act would apply. From an examination of the records of the district I observe that no improvement has been effected in the attendance by the abolition of the school fees. In the vast majority of cases the attendance has been almost stationary. In the few cases in which an increase has taken place the improvement is due either to the erection of a comfortable schoolhouse, or to the appointment of a Teacher who, by the efficiency of his instruction, or by the interest which he shows in the welfare of his pupils, has rendered his school deservedly popular. In one school in which a few years ago the average attendance was only thirty, more than seventy pupils now attend regularly, while as many as ninety were present at the last Results Examination. This improvement has been brought about entirely by the efforts of the Teacher. He has spared neither trouble nor expense in trying to make his school attractive. Amusements are provided for the pupils, school fêtes have been organised, prizes and medals are awarded; the pupils attend regularly that they may qualify for the rewards offered for special distinction, and that they may share in the amusements outside school hours. In the schools which have earned a high reputation for the efficiency of the instruction there given, many of the pupils come long distances and attend with very fair regularity. On the contrary, where the instruction imparted is of an indifferent character, the attendance is most irregular. It is the teachers of schools of this latter class who are constantly clamouring for compulsory attendance

Compulsory attendance

This compulsion is in some degree necessary. Parents are careless whether the pupils attend or not. The pupils themselves seize on the most trivial pretext for absenting themselves. It is questionable, however, if compulsion will steady the attendance as effectually as does the popularity of a school. The clauses of the present Act provide that "domestic necessity" will be held a sufficient excuse for non-attendance. This "domestic necessity" could be advanced all through this district during the spring and autumn months. Many of the young men and grown boys leave this county to work in Scotland during the greater portion of the year. This throws the home-work back on the younger

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members of the families, and it is astonishing to see the mites of children who have to work in the fields during the busy seasons.

Mr. D. P. FitzGerald, B.A., District Inspector. Ballinamore.

Attendance very irregular in the past year. During the past year the attendance has been particularly irregular. This was due to the very severe weather in March and April, which kept the smaller children from school, and protracted the spring work far into May. The unfavourable character of the harvest produced like results, and, as a consequence, there has been an almost universal fall in the average attendance, and a large decrease in the numbers who qualified for examination.

Epidemics. There were a few isolated cases of schools which suffered from an outbreak of scarlatina or whooping-cough. These were, however, very few.

Examination and attendance. The desire on the part of pupils to qualify for examination induces them to attend more regularly than they would if all were examined regardless of the number of their attendances. The removal of such a condition would, I believe, render the attendance irregular. It is better that the few careless and irregular pupils should suffer than that this one great incentive to regular attendance should be abolished.

Punctuality. As great an evil as the irregularity of attendance is the unpunctuality of arrival in the mornings. For this the teachers are at least in part to blame; although in respect to their own attendance they certainly give a good example, as I have rarely found a school closed at 9.30 o'clock. The pupils, however, are to be seen creeping along unwillingly long after 10 o'clock, and sometimes they enter the school up to and even after roll-call, and then join their classes without the least concern, and without any explanation for their late arrival being demanded. By impressing on the teachers the necessity for ensuring the early arrival of their pupils, and by pointing out to the pupils the loss they sustain through their own carelessness, I think that some improvement has been effected. In many schools, indeed, I have found the pupils present in considerable numbers before the regular hour for business, and have seen them engaged at some special lesson.

Discipline. In the majority of the schools discipline is fairly well maintained. In some, however, but little order is preserved: silence is not enforced; changes are not made with much regularity, and too much time is lost before beginning a new lesson; no proper methods of distributing or collecting slates or books are followed.

Teachers. Besides the Sisters of the Mercy Order, who are in charge of the two Convent Schools in Ballinamore, and the Marist Sisters in Carrick-on-Shannon, there are 164 lay teachers in this district. They are employed as follows:—

137 Principal Teachers;
23 Assistant Teachers;
4 Junior Literary Assistants.

In addition, there are 25 Workmistresses appointed to teach Needlework in Mixed Schools. Of the Teachers, 19 are in First Class, and 78 are in the next class. The classification has been steadily improving, and considering that vacancies are now almost regularly being filled by young trained Teachers, a higher standard of classification may be looked forward to. Sixty-seven of the Teachers have been trained in one of the recognized colleges. They are, as a body, much respected by their neighbours; they perform their duties faithfully and zealously; and indifferent results are, I believe, in nearly all cases due to the defective methods followed in their schools.

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Reports on the State of Education.

Mr. D. P. FitzGerald B.A., District Inspector. **Ballinamore.**

Defects.

First of these defects stands the neglect of the teachers to keep all the pupils occupied during the entire school day. Again and again have I seen one draft or one division busily engaged, while the remainder of the pupils were allowed to work at what they pleased. A few minutes' attention from the teacher, and a couple of senior pupils appointed to take charge of those not receiving instruction from the teacher, will easily ensure that all are profitably employed. In the selection of these unpaid monitors another grave defect creeps in. Children in the junior classes are chosen to teach their own class. This system the teachers defend on the grounds that the best pupils are chosen to instruct their less learned class-fellows, and that the senior pupils have quite enough to do for themselves. The rule which requires that paid monitors must have passed in First Stage of Fifth Class might with advantage be followed in the selection of unpaid monitors. Besides there is too much reliance on the memory powers of the pupil, and too slight an attempt to call forth their reasoning faculties.

Monitors.

There are at present fifty-five monitors in this district. They receive regular instruction from their teachers, and the rules regulating their employment are observed The position is much sought after, and good candidates are generally available. After five years' training in a good school under a skilful teacher—and it is, as a rule, only in such schools that monitors are appointed—the monitor who passes his final examination should prove himself an efficient school-keeper, and consequently should have little difficulty in procuring employment. Yet how often does it happen that at the end of this term the young teacher finds himself unoccupied, with little prospect of obtaining any position as teacher, and too old to turn his attention to some other walk of life. During the past two years ten monitors in this district have qualified for the position of teacher; a few of them have gone to training; not one—as far as I have been able to ascertain—has been appointed either as principal or assistant, while young trained teachers, with no experience beyond that acquired in the Training College, have filled up whatever vacancies offered within the district. This seems to be a grievance which calls for redress. Monitors who are candidates for training should have precedence of those candidates who as a result of a couple of years' special grinding, obtain a higher percentage at the entrance examination.

General proficiency

In view of the requirements of the programme and of the difficulties against which the teachers have to contend, some progress can be reported from this District. There are some very good schools; the majority are up to a fair average; in a few, however, there is little return for the expenditure involved.

Infants.

The children in the Infants' class are well prepared on their limited literary programme. For no pupils more than for those was a change necessary. In ordinary schools it was impossible to keep them constantly employed at reading and spelling; they were therefore kept sitting idle in the desks or in galleries, spending their time listlessly and contracting habits of idleness which could with difficulty be subsequently eradicated. The introduction of appropriate exercises will cause a pleasant break in the monotony of their school-day, while the "Object Lesson" will lead the children to attend more closely to the details of things in common life. The happy faces of the little ones in Infants' Schools, the interest which they take in the various lessons and

Reports on the State of Education.

exercises, and above all the course of continuous instruction imparted make us realize how great is the loss which the young children in our ordinary schools have hitherto suffered.

Mr. D. F. Fitzgerald, B.A. District Inspector.

Ballinamore.

Reading.

This is assuredly the age of reading. Books are published to suit the tastes of all and are issued at prices which bring them within the reach of all. It is essential then that we should send the pupils of our schools out into the world with a taste for reading. How rarely however in rural districts do we find any disposition to read! Here in many places a newspaper is rarely seen, a book never, and the people remain absolutely ignorant of what passes outside their own little circle. This apathy is I believe to be traced to the careless way in which Reading has been taught in many schools. The mere mechanical reading is carefully attended to; the pupils recognize and pronounce without hesitation the most difficult words. The reading however lacks expression, there is no modulation of the voice, and but little attempt to bring out the meaning.

Explanation.

Even a greater defect is the neglect to teach the meaning of the language of the lessons; in some cases it conveys but little idea to the minds of the pupils, and no attempt is made to give the pupils a thorough grasp of what they have read. The teachers are satisfied if the pupils know the meanings given in the books; but these, though useful aids, leave much for the teacher. Dictionaries should be provided for the senior pupils. Now that a wise change has been made, requiring that a knowledge of the meanings of words and phrases be regarded as essential for a pass mark in the higher classes, a considerable improvement may be anticipated; the progress made in this respect, even during the past year, gives promise that this anticipation will soon be realised.

School libraries.

In connection with the Convent of Mercy school here, a library has been established. Some nominal charge is made for the use of the books, but as they are given only to deserving pupils, a new incentive to increased industry is supplied. As there are no school fees now paid, it should prove an easy task to form and maintain a lending library in connection with most schools.

Poetry.

The prescribed pieces of poetry are committed to memory in all the schools. In the vast majority of cases they are correctly repeated, and there is nothing of which a pupil is more ashamed on examination day than of his ignorance of these passages. Rarely, however, have I found an approach to tasteful repetition, and in still rarer cases have attempts been made to explain the meaning of the language and the full sense of the passages.

Writing.

Penmanship is generally well taught. Only in a few schools, and principally in those in which suitable desks are not provided, do the pupils fail to obtain creditable passes. Occasionally, however, indifferent results have been achieved through the pernicious system of adopting different series of writing copies. In First Class, too, the lesson does not receive the attention which it deserves. A model line is written on a blackboard unprovided with guide-lines, and the pupils are provided with slates, properly ruled; but no regular supervision is exercised; the pupils work away during the allotted time, and as they see no good purpose that can be effected by writing between the lines, they utterly disregard them. In the senior classes the subject is not successfully taught.

Reports on the State of Education

Mr. D. P. FitzGerald, B.A., District Inspector. Ballinamore.

Letters.

Paucity of ideas and crudeness of expression are the general characteristics of the letters written by pupils in Fifth Class. Punctuation, and even division into sentences, are ignored. In Sixth Class a better standard is reached, but the work of this kind bears very unfavourable comparison with the essays written in other schools by boys of equal age. The pupils should be trained to write anything that occurs to them as relevant to the subject; above all, the work should be carefully examined, and mistakes pointed out to the class collectively. I have found letters which were merely transcription from the Reading Books, or from a text-book on Geography. Having pointed out to one teacher the utter uselessness of work of this kind, and having suggested that he should read for the pupils some short story, I found on a subsequent visit that a collection of anecdotes had been procured, and that some of these had been either committed to memory by the pupils and then reproduced, or else had been copied verbatim from the book. This certainly did not encourage much original thought.

Spelling.

In Spelling a fairly satisfactory standard is reached. Failures, as a rule, occur only in the senior classes, and these can always be traced to the careless examination of the dictation exercises, and to the neglect of the teachers in not requiring that the errors should be neatly corrected. It is strange that when difficult words are spelled correctly, so many mistakes in the most simple ones are to be found in the letters of the higher classes.

Arithmetic.

Failures in Arithmetic are comparatively few. By constant practice a degree of accuracy in calculation is reached sufficient to ensure success at the examinations. Too much reliance is placed on the memory of the pupils; the reasons for the various operations are not explained; as a consequence simple exercises are frequently missed, because the pupils do not remember to have worked any similar example.

Mental arithmetic.

This neglect leads also to very defective answering in Mental Arithmetic. Questions involving simple rules are looked upon as advanced problems which cannot be solved without some elaborate statement. As so many of the calculations of everyday life are entirely mental the importance of this branch of the subject cannot be exaggerated.

Grammar.

In the teaching of Grammar the neglect to properly direct the reasoning faculties of the pupils makes itself even more manifest. In good schools the subject is taught with a success proportionate to the success in other subjects; but in those in which the quality of the instruction imparted is indifferent, Grammar generally holds a bad pre-eminence. The pupils in the Third Class make most ridiculous guesses at the parts of speech; and in the Senior Classes, while failing to recognise even the simple parts of speech, they assign to these words a curious catalogue of case, mood, and tense. No attempt is made to show the connection between the different parts of the sentence, and each word is treated without any relation to the other words. With proper training in Third and Fourth Classes, and with the help of some elementary notions of analysis in the higher classes, this subject could easily be made more interesting and could be taught with much more success. In the exercises in parsing worked in the schools, I have noticed that passages are not judiciously chosen, and that too much time is wasted with words which present no difficulty whatever. In connection with this subject I regret that more care is not taken to point out to the pupils the vulgarisms so commonly used.

Report on the State of Education.

Mr. D. P. FitzGerald, B.A. District Inspector, Ballinamore.

Geography. The proficiency in Geography is generally satisfactory. The subject is a popular one with teachers and pupils. In Sixth Class the pupils frequently show an indifferent acquaintance with their programme. A considerable amount of matter has to be learned by rote, and the memories of many pupils are unequal to the burden thus thrown on them. Portion of the course fixed for this class might, I think, with advantage be added to the programme in Second Stage of Fifth Class, as pupils of this latter class have three years to become acquainted with the limited amount of matter connected with the Geography of Ireland.

Pupils have but very vague ideas about latitude, zones, &c. Globes and maps are not generally made use of in explaining these terms.

Agriculture. Agriculture is one of the subjects which the teachers of this district find most difficult to teach. The implements of industry—the plough and the harrow—so common in other localities are almost unknown; horse labour is rarely used in the ordinary tillage operations, and the modern machinery employed in harvesting is unheard of. The pupils see nothing but the "loy" used in preparing the ground for crops; and thus knowledge derived from books has to take the place of those lessons of experience which are more impressive and more lasting. Many of the crops mentioned in the book—especially those referred to in connection with cottage gardening—are never grown here; the information under this head contained in the book, though valuable for practical gardeners, is worthless for the majority of the pupils, and will be forgotten by them immediately on their leaving school. Some further alteration of the text-book would seem necessary. The elementary principles of the subject might be taught in Fourth Class; fuller details might then be given in the higher classes. Notwithstanding these disadvantages I frequently find the subject fairly well known.

Poultry management. Very useful instruction in poultry management has been given in Ballinamore Convent School during the past year. As poultry rearing is an important industry in this part of the country, this branch of the subject should be encouraged.

Needlework. Regular attention is in all cases given to Needlework. The specimens of Sewing executed by the pupils are of a satisfactory character, and Knitting is usually well taught. In Cutting-out, sufficient practice is not always given.

Alternative programme. The Alternative Programme has not been popular in the district. Few of the girls remain at school after their promotion to Sixth Class; those who attend continue principally for the sake of the literary instruction. Considerable difficulty is experienced in getting the parents to provide proper materials, and in many cases the entire expense falls on the teachers. In many schools with a Male Teacher a Workmistress attends for only two hours daily; this leaves, on an average, three hours for literary instruction, and as the range of subjects fixed for girls is very limited the only way in which proper employment can be found for these girls is by letting them join with the ordinary Sixth Class. Considering the amount of valuable information to be derived from the Girls' Reading Book and Domestic Economy, it is a pity that these texts are not made the class Reading Books in all girls' schools.

Book-keeping. In only a few schools has Book-keeping been taught. The sets are generally neatly worked, and the system of slavish copying is fast disappearing. The principles underlying the various entries are few, and, with the slightest care, can be easily mastered by the pupils.

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Reports on the State of Education.

Mr. D. P. FitzGerald, B.A., District Inspector. Ballinamore.

In all the schools in which music is taught Hullah's system is followed. I regret that it has been introduced into only five schools. Except in one school, satisfactory results have been achieved; failures were generally due to want of natural gift on the part of the pupils rather than to neglect by the teachers.

Music.

Drawing.

Instruction in Drawing was given in twelve schools. A fair standard of proficiency was attained. It is to be hoped that this subject will become more popular in the near future. I have invariably recommended that elementary Drawing be adopted as one of the Exercises for Infants. By continuing the lessons through the junior classes, a good foundation will have been laid when pupils are advanced to Third Class.

Extra subjects.

Algebra.

Algebra and Geometry for boys, and use of Sewing Machine and Dressmaking for girls are the Extra Subjects most generally taught; they are, however, to be found in only a few schools. In Algebra proper use is not made of factors, and the arrangement of the work is very defective. Pupils presented on the extensive third year course rarely show much acquaintance with their programme. The propositions in Euclid are generally well known. The pupils show little skill in applying their knowledge to the solution of the most elementary geometrical exercises, so their acquaintance with the subject cannot be considered as more than superficial. Questions in Mensuration are missed, not through ignorance of the necessary rules, but through inability of the pupils to thoroughly understand the nature of the problems.

Geometry.

Account

I am happy to be able to testify to the honesty and accuracy with which the accounts have been kept. During my time in the district I have had to report only four cases of wilful falsification. Occasionally carelessness or slovenliness has led to adverse criticism, but, on the whole, the state of the accounts reflects the highest credit on the teachers.

Managers.

In conclusion, I have to state that the majority of the managers take a deep interest in their schools. They visit them frequently, and do everything in their power to further the interests of teachers and schools.

I am, Gentlemen,
Your obedient servant,

(Signed), D. P. FitzGerald,
District Inspector.

Mr. W. A. Brown, B.A., District Inspector.

Mr. W. A. Brown, B.A., District Inspector. Dublin South.

Dundrum, Co. Dublin, January, 1898.

Gentlemen,—In compliance with your instructions I beg to submit a General Report on the South Dublin District, of which I have been in charge since June, 1895.

The district. The official centre of the District is Dublin, but the schools are to a large extent rural, only five being in the city. The limits, north and south, are Westland-row and Gorey, county Wexford. The area thus bounded is a narrow strip along the sea coast of counties Dublin and Wicklow, containing the following places:—Blackrock, Kingstown, Bray, Wicklow, Arklow, Rathdrum, Tinahely, and Shillelagh. The schools in Gorey are not included.

Such a district gives experience of almost every class of school and type of pupil. There is the town school with an average attendance of seven hundred pupils, and the struggling country school with fifteen. In some cases the carelessness of parents and their poverty cause irregularity of attendance at a school beside their doors; in others, long distances to be walked in a mountainous locality with flooded rivers, prevent a willing pupil from taking full advantage of instruction. The pressure of work in the town schools, in which energetic and skilful teachers use every available moment of a long school day in instructing in numbers of optional and extra subjects, contrasts sharply with the quiet pace of the remoter localities. If there is praise for the greater effort which sometimes errs by excess, there is sympathy for the faithful and accurate performance of duty under depressing conditions of work and social life. One meets with the sharp self-possessed town boy, who answers all he knows and often more, and who likes nothing better than a discussion on some extraneous subject with the Inspector, whom he regards as a friendly institution largely intended for himself. His opposite is the shy boy who has never left the Wicklow mountains, needing to be kindly dealt with, eager for the annual examination, but with something of a "fearful joy." The work of inspection is laborious, but the children supply a constant source of interest.

New schools. There are 152 schools in operation. Two of these, Inchicore Model School and St. Andrew's, Great Brunswick-street, have evening departments, the former being attended by employés of the Inchicore Railway Works. Within the last two years new schoolhouses have been built at Redcross, Askanagap, Rathgar, Great Brunswick-street, Westland-row, and Blackrock.

A new house for Bray Convent School is almost completed. The schools in Rathgar and Great Brunswick-street are new. The Blackrock Convent School (Carysfort) buildings are admirably suited for school work. For convenient arrangement of the rooms, their fittings, apparatus, &c., and the taste displayed in all details, whether of utility or ornament, I have not seen elsewhere anything so good. The following new schools have been added to the district:—Carnew (Main-street), Ballinatone, Wicklow Infant (No. 2), Rathfarnham Village, Mount Kennedy, Zion (Rathgar), and Rathgar Male and Female.

The accommodation for the pupils of the Arklow Male Infant School is insufficient. The building was merely adapted for school purposes, and was described fifteen years ago as "temporary." The manager, the parish priest of Arklow, is most anxious to build without delay. This case deserves as early consideration as practicable.

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Reports on the State of Education.

Mr. W. A. Brown, B.A., District Inspector.

Dublin South.

There remain but few cases in which the buildings are very unsuitable, or the rooms overcrowded. An application for building grant has been made for Clara Vale school, in the Rathdrum parish. There is insufficient accommodation in Ballyduff, Tillystown, Templerainey, and Castletown Female. Enlargement in at least two of these may be expected.

State of school-houses.

The school buildings are, generally speaking, kept in fair repair. Details of painting, whitewashing, small repairs of windows and woodwork are not in all cases as carefully attended to as they ought to be; but there has been considerable improvement in these matters, a statement which leads to the remark that in many cases the managers are willing to do more than they are asked to do by the Inspectors. The latter would be more insistent if they felt sure that the demand was not one on the manager's private purse.

There would be some pleasure in attacking a parish fund for repairs and maintenance of schoolhouse and fittings, but in ignorance of the source of expenditure an official hesitates to press a most zealous manager of seven schools (to take an actual case) to do more than keep sound roofs and floors. Appeals to the managers for improvements are promptly attended to. Increased attention is being given to cleanliness and neatness in the schoolrooms. A good deal of pressure was required at first, including some severe official reports, but constant reference to the condition of the schoolrooms has produced its effect.

Cases of special care and good taste.

The exceptional care taken and the good taste displayed in the following cases deserve special mention:—Rathfarnham Village, Nun's Cross, Ballinatone, Kirakee, and Ballyduff. In three of these the teachers' efforts are actively supported by the manager or patron. The other two are in remote localities, and afford good examples of what can be done even under unfavourable conditions by zealous teachers with a strong sense of propriety.

Cleanliness.

Where there is great neglect on the part of a teacher in this matter of cleanliness and taste, there is either ignorance or laziness. Neither is excusable in a teacher. An effort is being made in this district to bring the principle of emulation to bear, and to make the proper keeping of the schoolroom educational. The cleaning of windows periodically, dusting of maps, woodwork, &c., is in many cases distributed over the classes, each having a certain portion of the work assigned. The result has been very satisfactory, and it is intended to make the plan universal.

Heating of the schools.

A few cases of insufficiently heated rooms have been met with. Unexpected visits can so seldom be made that the check on this important matter is far from complete. A more systematic mode of supplying fuel is much needed. The usual plan is to collect coal or turf money from the pupils. There would be a greater certainty of a sufficient supply if a fixed sum was annually allotted from a parish fund.

Efficiency of the schools.

It is an easy matter for the Inspector in charge of a district to classify the schools according to merit. Two or three years' experience of an inspection area is sufficient for this. It not only gives a knowledge of what has been done, but of what can be done with the existing teaching staff. I do not think that there is more than an average number of ineffective schools in the district. Certainly there has been considerable activity in some that were to be considered rather as institutions for the support of individual teachers than for the benefit of the children of a parish or district. There is a considerable proportion of thoroughly efficient teachers. The best of these are as good as any I have met with, eminently deserving of the highest possible remuneration, and all the marks of official approval.

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Reports on the State of Education.

Mr. W. A. Brown, B.A., District Inspector.

Dublin South.

It is in the schools of such teachers that an Inspector confirms his judgment (shaken at times by a succession of inferior work) of what is possible. In them too a suggestion is understood: not treated as a counsel of perfection or a whim; the superiority of the teacher having no surer indication than the possession of the double qualification of the Clerk—"Gladly wold he lerne and gladly teche."

Monitors.

The staff of monitors has not been satisfactory. There has not been the zeal for work in the schools or in preparation for the examinations that I have been accustomed to Dismissals and failures to obtain classification have been very numerous in the last two years. Both the monitors themselves and their teachers ought to aim higher. The results of the annual examinations of monitors have not been creditable to the schools of the South Dublin district.

Results programme.

The interests of the pupil would be much served by a rigorous revision of the programme of instruction. As it is at present, three large sheets are needed to contain all that must or may be taught to the children of the elementary schools. The close approximation of the Code, both in variety of subject and extent, to that of secondary or intermediate schools is a grave defect. Many of the subjects included are unsuitable for primary schools, and if they are taught it is, as a rule, at the expense of the majority of the pupils.

Course of instruction too extensive.

The important matter for the children of the humbler classes is not to give them a glimpse at the sum of knowledge, but to ground them firmly in its elements. Better patient, accurate instruction in a few subjects than an ambitious attempt at many which cannot be dealt with so fully as to benefit the pupil, either by the amount of information imparted, or by the mental or moral training resulting from the instruction. To adopt a sentence, with slight alteration, used by one of the Inspectors, what is needed is to slacken the pace that we may strengthen the step. The pupil of a National school wants a firm grasp of a little, not a shadowy, unsatisfactory acquaintance with a good deal more.

There is but small danger of hindering exceptional talent by limiting the course of instruction. The time available for "extra" subjects is so little that a clever pupil transferred to a higher grade school will there learn in a term more of certain subjects than he would in a year in the primary school. In the one case the branch is an exotic, in the other a native growth.

Unsuitable subjects.

The system of paying results fees as it exists is open to the objection that the pupil may be regarded merely as a money-making machine. The fee to be gained rather than the suitability of the subject taught too often determines the direction of the teacher's effort. Hence one finds Agriculture taken up in town schools; Physical Geography, a difficult subject, requiring time and intelligent pupils, attempted under very unfavourable conditions; the first part of the course in Book-keeping taught, and not followed up. The Results programme is not only too extensive, but too much liberty in the choice of subjects is allowed. To pay a teacher high fees for instructing town boys in Agriculture is a waste of public money. In a southern district I had to discourage the teaching of Navigation in a school twenty miles from the sea. The curriculum is optional, and extra subjects ought to be largely curtailed, and the conditions under which such subjects might be taught ought to be much more stringent. The interests of the pupil should alone determine the nature and extent of his instruction.

Doubtless, a sensible teacher will act on a suggestion from an Inspector, but it would be well to relieve him from the possibility of a struggle between his common sense and the natural desire of gain. If

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Reports on the State of Education.

Mr. W. A. Brown, B.A., District Inspector, Dublin South.

it is arguable that any payment of Results fees is improper—at best a concession to weakness—it is certain that it should not be a temptation to do what is useless or absurd. With a course of instruction so extensive as that which is permissible in the schools, it is inevitable that the true function of a primary school should be overlooked, and that sound elementary instruction should be sacrificed to an unwise desire to encroach on the work of schools of a higher grade, or still more improperly, for the purpose of increasing the teacher's income.

A considerable sum is spent in the payment of fees for the instruction of girls in Agriculture, the course being the same as that for boys, though dairying and the management of poultry, and possibly gardening, are the only parts of this subject that are likely to be of use to them.

The Classics and French and German and several of the scientific subjects might be omitted from the Programme.

Reading.

Accompanying the pruning process, which might also with advantage be applied to subjects that are now obligatory, there should be provision for increased attention to Reading. This subject has been so crushed out that it is skeleton-like in the time tables that show the theoretical distribution of the teacher's work, and of course more nearly approaches the shadow in practice. Really good reading does not exist in the schools. The standard required is very low. It ought to be raised. This would necessitate two things, greater skill in the teacher, and more time for the subject. At least an hour and a half additional time weekly should be given to Reading. Including the explanation of the meaning of what is read, not less than an hour each school day should be given to Reading in the case of every child in every school. The explanation ought to include language teaching; the structure of the sentence; the connection of the sentences; untechnical analysis. This, along with the careful correction of errors of speech, and composition, both oral and written, would give the pupil as much Grammar as he needs; and it would give him much greater command of language and ability to understand what he reads, than the formal Grammar taught at present. The time now spent at Grammar would be given over to the daily hour for reading.

Evil effects of hurry.

In the hurry to get through the excessive amount of work required the *mode of expression* is almost entirely neglected. The pupils' answer may be "a stone of price," but it has no setting; may be a "captain jewel," but it is without a "coronet." Great improvement in composition would result from constant attention to the style of the pupil's speech, and to definite instruction in language during the oral lessons, but especially in connection with Reading.

How reading may be improved.

To improve the Reading itself there must be more practice and much greater effort on the teacher's part. Possibly the Training Colleges can help in this matter. If the teachers were good readers they could hardly put up with much of the reading that is heard in the schools. It has been suggested that a definite small portion of each Class Reader should be specially prepared for the test in "explanation." This is an excellent suggestion. It is on the lines of *concentration* of effort, and that is the key-note to the changes required in the schools.

Arithmetic.

Too much time is given to Arithmetic. The tests for the Sixth, or highest class, require more than is necessary in elementary schools. A considerable modification might be made so that time might be gained for other branches, and in the Sixth Class questions in Mensuration ought to be introduced. This would bring a much larger number of pupils under instruction in Mensuration than is at present taught the branch, which is joined with Geometry as an extra.

Mensuration.

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Reports on the State of Education.

Mr. W. A. Brown, B.A., District Inspector. Dublin South.

The "passes" in Arithmetic in this district are, I believe, at least up to the average. Increased attention is being paid to Mental Arithmetic and to the proper teaching of the elementary tables. Ball frames have been supplied in a number of schools. Only experience can give full knowledge of the fact that there are people who will not use a good instrument even though it costs nothing. Still, there is progress.

Grammar. Parsing has been badly taught. Carefully selected tests of considerable difficulty have however raised the standard of instruction.

Geography. The results in Geography as indicated by the marking papers are about up to the average. The courses in Geography might be improved in the higher classes. There is a strong opinion that too much is required in the highest class. The use of the blank map of Ireland is universal, and that of Europe general, in the schools.

Composition. Letter-writing is pretty good in a fair proportion of the schools, having regard to the time available for the instruction. Composition, next after Reading, deserves a larger increase of time than any other branch. It would be greatly helped by the expansion of the reading lessons as indicated above. The correction of errors in the pupil's written work is often not careful. Spelling, parsing and letters suffer accordingly. The only satisfactory mode of revising the written exercises is to correct them after school hours. I do not think that this is done in most of the schools.

Singing. Singing is taught in thirty-five schools, the Tonic-Solfa system being adopted in twenty-four.

Drawing. Drawing is taught in forty-four schools. Progress in both these branches continues.

Needlework. There have been several appointments of workmistresses since 1895 in schools in which there had not previously been instruction in Needlework. There are still two mixed schools with the attendance of girls required for such an appointment. In one of these cases it has been found impossible to get a suitable person in the locality; in the other the defect is about to be supplied.

The Needlework is, generally speaking, good. An hour daily is given to this branch. In this connection attention may be drawn to the fact that there has been no reduction in the literary part of the programme although the time for Needlework is twice what it used to be, the increase being at the expense of the literary branches. Much more than is necessary is required of the girls in Arithmetic. A reduction in the programme of the higher classes would be of great advantage.

Cookery. Most excellent instruction in Cookery has been given in a few schools by one of the ladies in connection with the Royal Irish Society for the Employment of Women, their services as itinerant teachers being availed of by the Commissioners. The instruction is thoroughly practical and systematic, and deserves the earnest support of all managers. In the larger schools, and especially in town schools, instruction in Cookery once a week would be of great advantage. Saturday might very well be devoted to this branch, which when properly taught is very popular. A largely attended class in Cookery was established last spring and zealously supported by the parish priest of Arklow for the instruction of the fisher boys of the town. When at sea the cooking on board the fishing boats is done by boys. It is intended to continue this class, which was taught by one of the experts from the association referred to above.

Handicraft. There is one class in Handicraft. It is in connection with Bray Bridge School. Carpentry is taught twice a week in a hall. The pupils, of whom there were about two dozen, were divided into two classes, *Mr. W. A. Brown, B.A., District Inspector.*

Dublin South.

each division receiving two hours instruction in the week. Both for the handiwork and the disciplinary side of the instruction this class deserves high praise. Work is carried on in a most businesslike manner. The classes are held in the evening. The instruction is given by the principal of the school. The great interest taken in the class by the manager has largely contributed to its success.

School gardens.

There are three school gardens. That at Enniskerry is long established. It is doing excellent work. The pupils are thoroughly interested in their work; carry out at home what they learn at the school garden, and compete successfully for prizes at local industrial societies' shows. Gardening is the form of Agriculture that is suitable for children. The principles of the subject can be taught to a considerable extent, and all the operations are within their capacity. In addition to this the results are attractive, can be obtained with but little cost, and enjoyed by the pupils at home.

Agriculture

The principles of Agriculture can be taught in the schools, but practical instruction in this branch, excluding gardening, which deserves all encouragement, is for special institutions: for young men, not for children.

Results programme.

The views expressed in this Report and my special Report of last year on the Programme of instruction in the schools, and the manner in which the assigned work is done, may be summarized:—

(*a*.) The whole course, obligatory, optional, and extra, is too extensive and contains branches that are not suitable for primary schools.

(*b*.) The regulations allow too much liberty to the teachers in the choice of subjects, so that unsuitable branches are being taught with the sole advantage of increasing the teacher's income.

(*c*.) The obligatory part of the course is to a considerable extent only nominally obligatory—what is paid for being taught, what is not paid for being neglected.

(*d*.) The conditions under which payment of Results fees is made, especially the mode of examining the pupils, are open to the objections that they tend to produce mediocrity; the almost universal levelling up of schools to a certain standard; the benefiting of the inferior and irregular pupil at the expense of the talented pupil who is regular in attendance.

Inspection.

The examination net is not constructed for all types of pupil. The very lowest escapes absolutely; the highest is caught and dealt with, but let go without full testing of its merit. Omitting for the present suggestions for modification of the mode of examining, inspection of the schools would do much to correct defects. Unexpected visits for the purpose of seeing *how* the work is done, and whether each type of pupil is receiving due attention, would be of great use. In the case of the best teachers this would be almost all that is needed.

There are many good schools that vary little from year to year. A detailed testing of these every year is unnecessary. There might be a partial examination combined with full inspection. Subjects such as Grammar and Geography might be closely inquired into in certain classes only, a considerable part of the Inspector's time being given to watching the actual working of the school.

Many of the defects that are now brought to light by a laborious system of individual examination at the end of a school year might be easily corrected before much harm was done, by a suggestion from an Inspector whose functions were not limited to those of an examiner. Examination of the pupils cannot be dispensed with; but as it is carried on at present it is not exhaustive, is liable to abuse, and is so engrossing as to exclude other important duties of inspection.

Reports on the State of Education.

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Mr. W. A. Brown, B.A., District Inspector. Dublin South.

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Irregularity of attendance.

The fact that in the National schools the attendance of the pupils is in a large number of cases irregular, is an important fact in determining the mode of examination. If all the pupils had the advantage of continuous instruction, all might be fairly subjected to the same tests, for the purpose of ascertaining the merit of the teacher's work. But under existing conditions the tests are too severe for some, and insufficient for others. The pupil who attends regularly ought to be more severely examined than the pupil who does not attend regularly. To do this, the present mode of examination would have to be changed; greater latitude being given to the Inspectors in examining; and possibly the definite adoption of two systems of test should be tried. The difficulty would be partly met by allowing the teachers to confine the instruction of truants to a much more limited course than that required for pupils regular in attendance. It is not possible to instruct effectively in all the subjects now obligatory a pupil who attends on about one hundred days, distributed, as they are in many cases, over a school year. Such a pupil should be confined to Reading, Writing, Arithmetic and Spelling. During the Reading lesson he will learn something of the construction of sentences, as much Grammar as he will need, and a little Geography, if his Reader is suitable. Under the head of Writing, composition ought to be included. In this way sufficient time for the effective instruction of the irregular pupil could be obtained, and for the full instruction of the regular pupil who is now prejudiced by his inferior schoolmate. The time gained by the reduction of subjects would also enable the irregular pupil to prepare properly for the severer test in the branches that he learns. It is the conditions of attendance that make one of the greatest differences between the work of the primary schools and that of the secondary school. In the former a certain amount of grading of the pupils by the teacher is necessitated by their irregularity, and a corresponding leniency in examination by the Inspector.

Neither teacher nor Inspector, however, has at present the liberty that is required. Both ought to be authorised to do less in one direction that they may do more in another. The result would be a fairer and more effective distribution of effort. The best pupils would be better than they are because more time could be given to their instruction, and they could be fully tested; and the most unsatisfactory pupils could be thoroughly taught a limited, essential course, and as thoroughly tested.

I am, Gentlemen,
Your obedient servant,

W. A. Brown.

The Secretaries,
National Education Office.

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Reports on the State of Education.

Mr. W. Nicholls, District Inspector.

Mr. W. Nicholls, District Inspector.

Portarlington, 31st January, 1898.

Portarlington

1897—year unfavourable to schools.

Gentlemen,—The year 1897 has been an unfavourable one for the schools. The unusual rainfall seriously injured the potato and the grain crops, and interfered with the drying of the peat. Low prices, innutritious potatoes, and insufficiency of fuel, all told upon the children's health and vigour, and interfered with the regularity of the school attendance. Add to these influences, the prevalence of measles in many parts of the district, and it will not be a matter of surprise that the schools have had a hard struggle to maintain their usual standard in number of pupils and in efficiency.

Numbers at Results Examinations

The number examined was as follows :—

Boys	Girls.			
395	1,800	in	12	Convent Schools ;
371	–	in	3	Monastery Schools ;
40	43	in	4	Workhouse Schools ;
3,633	3,116	in	122	Ordinary Schools ;
4,439	4,960	in	143	Schools

Large proportion of good schools.

There is in every district a large proportion of schools about which an Inspector has no anxiety. He has confidence in the teachers and knows that the work is going on as well as they can do it, whether a visit is expected or not. But there remains always an unhappy residuum of inferior schools which need improvement, and in some cases a total reform. It is most important to know why these schools are worse than others, and to consider whether they are absolutely incurable.

Inferior schools caused by untrained and low classed teachers.

I have five schools which are in my opinion bad, and twenty-two which are at least unsatisfactory. The fact that twenty of these schools are held by untrained teachers is significant, as is also the fact that sixteen of them are only of third class. Several of these third class teachers have been over twenty years in the Board's service—one thirty-five years. In a former report (1888), I have expressed my opinion of such teachers—who, having the opportunity to rise in classification, fail to do so, whether from incapacity, want of ambition or of industry, and are a poor example for their pupils, not likely to foster a spirit of emulation and of enterprise.

Other causes.

In two of the inferior schools, the teachers are of the first class, but they have passed the period of energetic exertion and are simply "putting in" the few years necessary to secure the maximum of pension.

In ten cases, I believe the teachers are doing their best, but fail because they were never intended by nature for teachers, or indeed for any duty involving intellectual work.

In five cases (three where the teachers are married women bearing families) ill health accounts for failure. There are only four on the list of inferior teachers who could do better and don't.

Teachers owners of school-houses.

One inferior school is not accounted for above. It is that of a large and important boys' school, with 280 on the roll. There are only two

Mr. W. Nicholls, District Inspector.

Portarlington.

recognized teachers, neither of them trained, and one monitor. The principal is of Second Class, the assistant, Third. The manager would appoint a First Class teacher and an adequate staff of properly qualified assistants, but he is powerless, as the *present teachers are the owners of the school.*

Classification of schools suggested

My suggestion (printed in a General Report some years ago) to *classify the schools* and to allow none but First Class teachers to be the principals of First Class schools—and generally to permit no teacher to hold a school of higher class than his own—would have prevented the evil last instanced and similar ones from cropping up. Of course I do not suggest interference with existing cases of proved efficiency. It is a curious anomaly to pay a teacher in charge of fifty children I^1. salary, while a teacher classed II^1. has charge of over 200.

General characteristics of instruction.

Turning to the separate subjects of instruction, I find little that is new to be written. While there is a general and gradual improvement, the often described weaknesses still are the characteristics of our National schools. Mechanically correct reading; fair parsing and writing, but ungrammatical expression of ideas in speech and composition; wonderful memorial work, but small reflective power; excellent slate and paper arithmetic, but neglected mental calculation; these all exist to a greater or less extent in the majority of schools.

Monotonous reading and recitation are however quite compatible in Irish children with a fair comprehension of the sense. The typical Irishman naturally speaks in a lower key and with less variety of inflexion than the Englishman. He drops his voice at the end of every phrase and even an interrogative one. It is a racial characteristic and like some oddities in pronunciation cannot be altered by pedagogic correction—especially when the pedagogue himself reveals his nationality the moment he opens his mouth. The home influence is always exercising a strong and constant pull against reform. *Tea* at school is *tay* at home. The boy that will answer every question about the demonstrative pronouns will say to his fellow "show (give) me *them* pencils." From a teacher who has passed several university examinations I have a letter asking me to do something "if it *shall* be convenient," &c.

Commercial view, not educational.

Again, there must be admitted to be a great want of practicality in the teaching generally. The aim apparently is not to train the children to know and to think, but to learn off by heart, and to answer set questions. The effort is not to educate, but to make the little unit pass. The commercial view prevails more and more, and the children are the sheep who are to make the farm pay. It is deplorable to hear (as I have heard) a teacher say to a child, "You stupid thing, you have lost half-a-crown for me by your bad answering."

Retain *principle* of results payments,

Of course, if payment by results were abolished, there would be no more of this. But everyone who remembers the schools as they were before the introduction of the Results system, knows what a spur it has been to the indolent, and what an incentive and encouragement it has proved to be to all, both teachers and pupils.

but alter tests of work done.

The true solution of the difficulty appears to me to lie rather in an alteration of the tests of work; in simplification of the complicated programme with its numerous heads and sub-heads, conditions and restrictions; and in the introduction of class examinations. The questions for the Inspector to decide should be "What is the quality of the teaching? Has the work been regular, continuous, painstaking, and intelligent?" instead of "What has been the answering of this and that child, irrespective of ability, in this and that subject?"

Reports on the State of Education.

Mr. W. Nicholls, District Inspector.

Portarlington.

Abolition of attendance qualification undesirable

It has been suggested that all the pupils should be examined, irrespective of attendances. With the present examining staff, this would be impracticable; and if it were practicable, it would, in my opinion, be undesirable. The necessity of putting in a certain minimum of attendances in order to be examined and obtain a pass is a great stimulus to regular attendance; and the removal of distinction in this respect would, I believe, do harm rather than good.

Education Act ineffective.

Three towns in this district have School Attendance Committees under the Act, but only in Tullamore has the Committee taken action, but with no marked effect.

Managers not interested in examinations.

There are fifty-three school managers, all but three being clerical. Most of them pay occasional visits to the schools, but very few attend the annual examinations, of which they receive the usual official notice. Ten, representing twenty-eight schools, have *not once* called to observe how the examination was going on, since I came to the district.

Buildings.

The school-houses are generally in good repair, but many have no playgrounds, or very small ones, and some are without out-offices. There are five schoolhouses which are really bad, but in three of these cases the managers have taken steps towards erecting new ones. Managers complain of the great delay and difficulty experienced in getting grants or loans to build.

There are no other primary schools in this district, except the Christian Brothers' schools in Portarlington, Monasterevan, and Maryborough.

No time to examine all pupils.

I have given my opinion above that it would be impracticable to examine all the children on rolls. Let me illustrate this statement by my own case. During 1897, I have been only twenty-eight days off duty. This leaves 285 week days for work. Saturdays not being available for school examinations, a fortnight having been taken up in the annual examinations of teachers, and three weeks in marking the written answers, while there are holidays on which most of the schools are closed, it will be found that there remain only about 204 days for Results examinations, inspection and incidental visits, special inquiries, &c. Some of the schools take several days each to examine. Some require long journeys by road to reach.

unless examination work is simplified.

As the inclusion of the pupils who fail to qualify by 100 attendances would add probably 1,200 to be examined in this district, it is hard to see how the work could be accomplished. Unless the examining staff be increased, the only possible means of overtaking the additional work suggested lies in adopting some of the suggestions I have made in this and previous reports—class examination, simplification of school programme, including the abolition of grammar for third class, and the amalgamation of neighbouring districts for the annual examinations of teachers and monitors.

I am, Gentlemen,
Your obedient servant,
W. Nicholls,
District Inspector.

Mr. J. P. D. Lynam, M.A., District Inspector.

Mr. J. P. D. Lynam, M.A., District Inspector.

Templemore, 31st January, 1898.

Templemore.

GENTLEMEN,—In accordance with the instructions contained in your letter of the 30th November, 1897, I beg to submit to you the following General Report on the state of National education in this district.

The district.

The district of which Templemore is the centre, contains 128 schools, with an average attendance of about 7,000 pupils. It is almost wholly rural, the only towns being Thurles (population 4,500), and Templemore (population 2,400), of which the former contains no male National school. It is the first district which has been placed in my charge.

Unevenness of the teaching.

In attempting to obtain a clear view of the existing condition and prospects of education in the district, the first difficulty that presents itself arises from what may be called the extreme unevenness of the teaching. In the same parish, and even under the same roof, there will be found two schools differing widely on every point on which schools can differ. In the same school some subjects will be excellently taught, and others in such a manner that they had better have been entirely neglected. A school which has been in the lowest state of efficiency will be raised to the highest in a year or two by a new teacher. The attendance of pupils at a school, too, appears to depend more on the idea the parents have of the efficiency of the school than on any other local circumstances. This is made apparent by the increase in average attendance when an inefficient teacher is replaced by one believed to be more capable. It appears, therefore, that the condition and prospects of education in a district depend primarily and almost entirely on the efficiency of the teachers.

Want of skill and energy.

That the majority of the teachers are not as skilful or as energetic as they might be is plain when schools of average merit are compared with those of the highest. Yet the majority of teachers are neither less energetic nor less talented than men in other walks of life. Their faults as teachers are to be attributed, as far as my experience guides me, to want of skill in their profession, and to want of ambition.

Natural aptitude for teaching.

There are certain heaven sent geniuses who can teach without experience, who can evolve their own methods from their own inner consciousness, or who have such vitality and psychic influence that they can teach without method. But the ordinary teacher has no such gifts. He teaches according to the methods adopted in the school where he was trained as monitor, or rather according to his more or less dim recollections of such methods. He sees no work done except his own, and has no standard except his own. He never improves, because he has no idea of where improvement is possible. A teacher of high class and with a good school lately exclaimed to me against the absurdity of expecting sixth class pupils to punctuate their compositions properly. The late regulations respecting the explanation of Reading Lessons are declared by most teachers in this district to be quite impossible of fulfilment. Only one teacher has made anything approaching a successful attempt at appropriate infants' exercises, and the majority make a frank confession of complete ignorance of the subject. This deplorable want of skill can be attributed only to want of experience.

Teachers quick to seize improvements.

For the teachers are generally very quick to pick up anything they see done in a school. As an instance it is only necessary to mention

Reports on the State of Education.

Mr. J. P. D. Lynam, M.A., District Inspector. Templemore.

the excellent style in which they can examine a class, which they have acquired from their observation of a succession of inspectors. In fact, with most of them examining, which they constantly see done well, takes the place of teaching, which they never see done at all.

Training colleges.

To render the National teachers more skilful, Training Colleges have been established. It seems a pity that these institutions should devote such a very disproportionate time to the special preparation of teachers for examination in literary subjects—for the extent of a teacher's information is surely of much less importance than his skill in teaching. Still, in the Practising School attached to the Training College the teacher would have an opportunity of seeing how teaching should be done, and of learning how to do it. These practising schools would naturally be of the most efficient kind in every respect; but it is to be regretted that there should be only one for each college. If all the schools in the neighbourhood were pressed into service for occasional inspection by the Training College students, it would be to the advantage of both parties concerned. Even as they are, however, there is no doubt that a session at a Training College does much to elevate a teacher's mind, and to increase his skill.

Extension of the use of schools as practising schools.

Conditions of admission to training not known.

It is, nevertheless, curious how little the teachers generally appear to know of the conditions under which a course of training may be had; and it is certainly most mortifying to an Inspector, when he has succeeded in persuading a teacher to accept the benefits of training, to find that he himself is also ignorant of these conditions; and that his efforts have been wasted, and his position made more or less ridiculous, owing to certain unpublished regulations of their own laid down by the Training College authorities. It is easily conceivable that there may not be vacancies for all the teachers seeking admission; but it is inexplicable on any grounds that a teacher actually employed in a school should be refused the advantages of training, while numbers of unattached and irresponsible young persons, who have passed a very elementary examination, are granted them. It is even more unnatural that one who has been recognised by the Board as qualified to teach in a school should be declared by the Training College authorities not to possess sufficient literary knowledge to commence a course of training. The third restriction imposed by the College authorities, the age limit, is likely to interfere still more seriously with the progress of National education in the country. For there are many cases in this district of teachers possessing all the industry and intelligence necessary for the attainment of the highest skill in the profession, and who are anxious and willing to spend a session in training, but who are debarred from doing so by these vexatious and useless restrictions. And these are also the teachers who, brought up in the old days, have never had an opportunity of seeing a school properly taught.

Teachers actually serving passed over or declared unfit for training.

Age limit for training.

Payments by teachers for training.

The question of fees paid by teachers and money advanced by them to the Training College authorities until they have obtained their diplomas is a question that may possibly admit of more argument. It is a pity, however, that some uniformity should not be established among the different Training Colleges; or at least that full publicity should not be given to their regulations.

Influence of inspector.

Among the better class of teachers, the Inspector of the district, by pointing out defects in teaching, and suggesting remedies from his own wider experience, can do a certain amount of good. Towards this end the lately issued instructions regarding incidental visits should contribute materially But incidental visits are few and far between, and must always be so while the individual examination of pupils is carried on

Incidenta visits.

Reports on the State of Education.

Mr. J. P. D. Lynam, M.A., District Inspector.

Temple-more.

as at present. Inspectors, after all, can only suggest—it is no part of their province to teach—and it is actual teaching that the teachers need to see. Unfortunately, also, there is a tendency among the teachers to look upon the Inspector's ideas as somewhat of the doctrinaire order. In any case, they have the fullest and best directions on the science of teaching in works on the subject within their reach—which they are quite as likely to read as the Inspector's notings in the observation book.

A large body of teachers not reached by these means.

They lack ambition.

The more energetic and intelligent teachers would, there can be no doubt, welcome any opportunity of increasing their professional skill. But there is another large body of teachers to whom such appeals would be useless. What they lack is ambition. With a small school class salary, and a decent percentage of results fees, they find themselves, in many cases, much better off financially than those of their acquaintances in the same social rank who have adopted different lines of life. With teachers of this class the results system may be said to be a failure. In a school where sixty pupils are examined, the difference between an average fee of 5*s.* and one of 9*s.* per pupil would mean a difference of £12 per annum. For letting the school teach itself a third class male teacher would get about £70 per annum, and for working hard every day and all day long he would get £12 more. He can live comfortably in the style he is accustomed to on the first named sum, and he does not consider the extra £12 worth a year's hard labour. In his case the results system is a failure, because there is not enough of the results system.

They are not reached by public opinion.

Of public opinion, that other great spur to exertion, the teacher is almost quite independent. The Inspector's report is carefully locked out of sight, and in many cases the pupils themselves are not even told of their failure or success. The parents of the pupils have no means of ascertaining the Inspector's opinion of the school, and so long as discipline is fairly well maintained they have generally very scanty means of judging for themselves. Many an Inspector knows of comparatively worthless teachers who hold a much higher local reputation than others whose merits are far above theirs. When children from the same family are attending separate male and female schools the parents have a better opportunity for discriminating, and in such cases the disparity between the average attendances is often very marked.

Higher motives become enfeebled.

Wanting the two great external incentives to work, public opinion and the desire of pecuniary gain, the higher motives too often become enfeebled, if not quite inoperative. This happens not only with third class teachers of the old type, but also occasionally with those who have attained the highest obtainable rank in their profession.

Remedy.

Teachers commonly begin as monitors.

Popular estimation of the position of monitors.

The first remedy for this state of things is to fill the ranks of the teaching profession from a higher social class. This is rapidly being brought about already by the improved financial position of the teacher. The majority of teachers, however, begin as monitors, and the monitor's position does not appear to be as much sought after as would seem to belong to its obvious advantages. My knowledge, of course, extends only to this district; but time after time it has occurred, when selecting candidates for a vacant monitorship, that the best pupils in the school have refused the appointment, although their prospects as teachers would be better then in their own branch of life. The causes of the unpopularity of the post are not far to seek. A monitor in a National school is, in the eyes of the rural public, very much what a sizar of Trinity College was in the days of Goldsmith. He is looked upon as the general utility boy of the school, whose duties are to sweep

Reports on the State of Education.

Mr. J. P. D. Lynam, M.A., District Inspector. Templemore.

the floor and clean the windows, run messages for the master, and, incidentally, blossom forth into a teacher after five years' service. It is to be regretted that actual cases have occurred in which these menial duties have been exacted from monitors, and the fact of their having been uncomplainingly performed is a sufficient index of the state of public opinion on the matter. It might be useful to have a tablet suspended in the schoolroom, laying down explicitly the duties and privileges of a monitor.

Teachers sensitive to public opinion.

Though from their circumstances teachers of this class are to a large extent uninfluenced by any pecuniary consideration at present brought to bear upon them, yet there is no doubt that, as a body, our teachers are peculiarly sensitive to public opinion. It might be brought to bear upon them in a very simple and a very healthy manner by publishing the Inspector's reports on their schools.

Teachers' objections to the publication of reports.

To such a procedure the teachers would probably raise a host of objections. The first would probably be that an unjust and malicious, or a merely careless, Inspector would have the power of ruining an unfortunate teacher to whom he had taken a dislike. If arguments of this kind are to be listened to, the sooner the salaries and expenses of the inspection staff are devoted to some other use than at present the better for the public service. The more an Inspector's report is liable to lower a teacher in the eyes of the parents of his pupils, the more necessary it is that they should see it. Schools, it is to be supposed, are kept up at the public expense in order that parents may have their children taught, and not merely to provide a means of livelihood for teachers. Parents, it has been shown in many cases, are willing to send their children almost any distance if they can be sure of getting value for their trouble. Cases have been known in this district of boys coming many miles to a school with a series of bad reports from a succession of Inspectors, and passing every day by schools pronounced by the only persons capable of judging to be much better taught. The possibility of a teacher being injured by an adverse report is an argument in favour of publishing it, not against; for it can only injure him by inducing the parents to transfer their children to some school where they would be better taught. From the teacher's point of view, too, it is a crying injustice that the earnest and skilful man should get no more credit with the public for his well-earned success than his less industrious, but more pretentious and plausible neighbour.

An unfavourable report should be made known.

The finality of our system.

Another great bar to the ambition of our teachers lies in the finality of our system. The average boy should reach, and in the majority of cases does reach, the sixth class at the age of thirteen or fourteen years. He learns here a little more of what he had previously learned in the fifth class, but nothing new. The Legislature has laid down the programme of the fourth class as the minimum of education necessary. Parents can hardly be blamed for accepting this view, especially as a boy of twelve or fourteen is, in many rural occupations, as useful as a man. The Science and Art Examinations formerly afforded a capable teacher an excellent opportunity for keeping his sixth class and his pocket full, but under the altered regulations Science and Art Classes in National schools have dwindled almost to nothing. The extra subjects on the Board's programme are not likely to be approved of by parents unless they see some definite use for them. Some teachers in this district work up a large sixth class by preparing pupils for the diocesan colleges and for the training colleges for teachers. Some few throughout the country prepare their pupils for the lower branches

Influence of Science and Art Examinations.

of the Civil Service—occasionally with great success. But in country places parents object, and with a certain amount of reason, to having their children turned into fee-earning machines for the schoolmaster, without some tangible return to themselves for the time spent on the process.

In those schools where there are no such external stimuli the sixth class is apt to stagnate, and the tone of all the other classes to be lowered in consequence.

Should elementary education be complete in itself?

But the well known dictum of a great educational authority notwithstanding, there seems no reason that a system of elementary education should aim at being complete in itself. On the contrary, the excellent groundwork provided by our National schools should afford, and often has afforded, a broad and firm foundation for a superstructure of any height.

The separation between elementary and secondary schools.

The wide gulf which separates our Elementary from our Secondary or Intermediate schools is the chief cause of the comparative failure of the higher classes in National schools. Only the exceptionally placed parent can succeed in passing his children on from the National school to the Intermediate school or college as at present existing. If this breach in continuity were bridged over by the establishment of secondary schools with an entrance examination on the programme of the highest class in the elementary school, an impetus would be given to National education throughout the country such as no change in the system could supply. These schools should prepare their pupils for the lower branches of the Civil Service, the professional preliminary examinations, and perhaps for the Preparatory Grade of the Intermediate examinations. The last, however, is a debatable subject, for the Intermediate system in a school is like young a cuckoo in a nest—its fellow nestlings are soon thrown over the side. The more capable and suitable pupils could pass from these schools direct to the Intermediate schools, and so on to the universities.

Advantages of connecting the two systems.

The manifest advantages of such establishments in their own proper function need not be discussed here, but their indirect effect on the teaching in National schools would be most important. Almost every school in the country would have at least one candidate for admission to the secondary schools, and the consequent improvement in the teaching of the higher classes would benefit every pupil in them. The lower classes would also be better taught as a preparation for the higher. A common standard would be established for all schools, and a healthy rivalry between teachers would raise the standard more and more every year. The exceptionally high answering at their examinations of the monitors in the county of Kerry, among whom the Reid prizes are competed for, is a notable instance in point.

It must be admitted that the competitive system has many disadvantages, but in the case of the Intermediate Education system it has indisputably raised the standard of Irish schools materially. Combined with efficient inspection, and with the purely non-competitive system so long existing under the National Board, its most serious defects would be rectified.

Such of the existing Model schools as, owing to various causes, have not been so successful as was once anticipated might be utilised for secondary schools, and by placing them under the control of a committee selected from the existing managers of schools in the district they would include, the continuity of the system as regards management would also be secured.

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Reports on the State of Education.

Mr. J. P. D. Lynam, M.A., District Inspector.

Templemore.

The teaching of the programme.

Concerning the teaching of the different subjects on the Board's Programme, it is very difficult to say anything of a general nature. With the exception of physical geography, and of girls' reading book and domestic economy, there is no subject which is not taught very well in some school or another. Unfortunately, there is hardly any school in which there is not some subject badly taught. In one school in this district the pupils examined for results, over 80 in number, answered 93 per cent. of all the questions proposed in arithmetic. Yet in some other respects the school was below the average. The teachers are both third class, and above the limit of age prescribed for entrance to the training colleges. Since the explanation of the reading lessons has been made a compulsory subject for results, a lamentable breakdown has taken place in reading. The teachers, as a body, seem wholly at a loss how to teach this subject. The more industrious of them have adopted the method, suggested, no doubt, by the columns of "meanings" given at the heads of the lessons, of explaining individual words by synonyms often more difficult to understand than the original words. The reading books in one school were interlined with thousands of such synonyms, written by the pupils at the teacher's dictation. But as no pupil can possibly remember so many thousands of disconnected words, he in most cases either gave a ridiculously wrong meaning or would attempt no answer at all. In the lower classes the pupil, if allowed to spell the word, will generally give its "meaning" correctly. This is what "explanation" means in most of the schools of this district. In one or two, however, the pupils could explain intelligibly, if not very succinctly; or at least it might be gathered from them that they had a fair comprehension of what they had read. With more experience there can be little doubt that this subject will be better taught.

Explanation of Reading Lessons.

School buildings and furniture.

With some notable exceptions, the school buildings and furniture in this district are very fairly adapted to their purpose. But there is almost universally an absence of taste, and even of cleanliness, which is much to be regretted. Even in some of the modern vested schools the walls are bare and grimy, the roofs cobwebby, the windows dirty, and the playground more like a pen for domestic animals than a place of recreation for young people. Bareness and squalor, unrelieved by any touch of care or adornment, are the prevailing features. The homes of the Irish peasantry are not remarkable for order and cleanliness, and at school they see little to improve them in this respect. A very small expenditure, with a certain amount of trouble, would be sufficient to make the schools neat and tasteful in appearance. There seems to be no way of remedying the present state of things, except by making the teacher's income depend to some extent on the appearance of his school.

Plans of Board of Works.

When plans are prepared by the Board of Works for the enlargement or alteration of existing schools, it would be desirable that they should be submitted to the District Inspector of Schools. The Board of Works Surveyor cannot be supposed to be expert in the requirements of the school, and in some cases his plans are not so suitable as the expense incurred would warrant.

Attendance.

There has been very little alteration in the average attendance at the schools in this district since the partial abolition of school fees by the Act of 1891, and none which might not equally well be ascribed to other causes. The proportion of free pupils in every school was always large—in fact it may be doubted if any child was ever prevented from coming to school by the imposition of a fee. In those schools in which excess fees are still charged there is sometimes considerable friction in collecting them, and the state of the law as regards their recovery seems

Reports on the State of Education.

Mr. J. P. D. Lynam, M.A., District Inspector.

Templemore.

to be very little understood by any of the parties concerned. The only case in which the average attendance at a school has been visibly affected by the question of fees is one so circumstanced.

Individual examination.

The principal, and almost the only objection to the individual test of proficiency as applied to pupils appears to lie in the time it occupies. In examining an average school of 60 pupils, where no extra or optional branches are taught, the Inspector assigns from 300 to 350 marks. Each mark means a careful and exhaustive individual examination of a pupil. The question is, whether the time so occupied could not be spent in some more useful way. With the present inspection staff there is not even time to keep a check on the accuracy of the school accounts, and for inspection proper there is practically no opportunity.

Modification of this system.

A slight modification of the present system would shorten the mechanical labour of examination very considerably, and would probably make little difference in the actual results. Let a certain proportion of each class, selected, some by the examiner and some by the teacher, be examined in each subject, the percentage of their answering ascertained, and that percentage of the fee for the subject be paid for each member of the class. Instead of the present rather arbitrary system of giving a pass or a failure, marks might be assigned from 0 up to 2, 3, or 4. The present form of marking paper would be quite suitable for the purpose, and few changes would be necessary in any of the results forms.

Matters would be still more simplified, though the examiner's time would not be much more economised, by arranging an aggregate fee for proficiency in all subjects for each class.

But the percentage of answering of the whole school would be a decidedly misleading guide, unless the same value were placed on the teaching of the first and of the sixth class.

Incidental visits as affecting results fees.

If the results fees were made to depend, as in some cases in the English schools, upon the reports of incidental visits, the schools would, in my opinion, be better taught than they now are. Under the present system, the teacher whose rolls are correctly marked cares very little for any further strictures that the Inspector can make at an incidental visit.

Precaution necessary.

But if the Inspector's reports on the methods of teaching he observes at such a visit are to have any value, one precaution must be taken. Teachers, more especially trained teachers, are often provided with a model lesson, which they keep as a special treat for the Inspector. One teacher in this district has given the same lesson on grammar before me twice over within three months. Other teachers trained in the same college have delivered exactly the same lesson before me. This obtaining of credit under false pretences can be prevented by insisting that every teacher shall use lesson tables, with the subject of each lesson clearly defined therein. They are at present in use in only three or four of the 128 schools in the district.

The most satisfactory test.

The individual test of proficiency is, however, in my opinion, the most thorough and satisfactory of all tests, provided that it be combined with a proper system of inspection.

I am, Gentlemen,
Your obedient servant,

J. D. Lynam,
District Inspector.

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Mr. J. F. Hogan, District Inspector.

Ennis, 31st January, 1898.

Gentlemen,—In compliance with your circular of 30th November I have the honour to furnish a General Report on the Ennis district.

The district.

New buildings.

Building Grants not available.

How to deal with unsuitable houses.

No change has been made in the boundaries of the district, but two new schools have been provided, the Synge and Ennis M. Old unsuitable houses have been replaced by new vested buildings at Quin M. and F., Carradotia, Kilmaley M. and F., Tarmon, Scattery Island, and Inagh M. and F. Building is proceeding at Island View, Barefield M. and F., Gortglass, Lacken M. and F., and Doolongh—all to replace old buildings. All these will probably be opened before the end of the year. A new double school is to be provided at Cloonanaha, and the opportunity was availed of on the retirement of the teacher to strike off one very wretched building, but now that local effort has been stirred up, grants may be restored as a temporary measure. The number of buildings classed as "bad" is steadily falling. Six or eight new schools would have been commenced last year only for the want of funds, and a good deal of disappointment has been caused by the refusal to proceed with the preliminaries of the applications for building grants, as no money was available for that purpose. I fear it will take a good many years to undo the bad effects of these refusals, as the managers had sites ready, and were in earnest in beginning work. Even if preliminaries had been arranged, and the leases completed, the cases would not have lapsed, but now everything has to be commenced anew, and there appears to be no definite account as to when grants will be available again. Of course the applicants cannot undertake works under these circumstances. Meantime the chance of securing sites will be lost, and these wretched thatched cabins will have to be retained. In four of the small towns in this district new schools are needed. In the first case there is no chance of securing a site; the landlord will give nothing except at an exorbitant figure, and the prospect of heavy costs deters the manager from availing of the compulsory powers for acquiring a site. In two others the site can be got now; local aid is forthcoming, but building grants are not available, and when they are, the manager may not be able to secure the plot of ground. In the fourth case the buildings are not very bad, but old-fashioned and falling out of repair; here again no grants are available. In these three cases, I fear, old unsuitable houses will have to be put up with for years to come. For schools classified as "bad" in the annual returns in each district, some steps should be taken—that is, when building grants are to be got—to support managers in securing local aid, and to rouse the parents of the pupils from their apathy. Each inspector should be asked to furnish a list of these schools. These lists should be placed in the hands of an officer of the Board of Works competent to give a professional opinion on state of building repair and sanitary accommodation. He would then visit each school and furnish a short report. These schools should then be placed in a special schedule published each year. No new appointments should be made in them, no monitors recommended, and according as vacancies occur they should not be filled in. It would be

Reports on the State of Education.

obviously unjust to strike the schools off, and to deprive the teachers of their means of support for causes over which they have no control.

Mr. J. F. Hogan, District Inspector. Ennis.

Ennis M. National School was opened 31st January to accommodate 300 pupils. Otherwise there is nothing of note to chronicle in the district for the last two years. There is but little need now for the establishment of new schools. Nearly every child of school-going age is within two statute miles of a school, so that education is within the reach of all.

Attendance and numbers examined.

The numbers examined each year show no marked variations:—

1892.	1893.	1894.	1895.	1896.	1897.
8,843	9,744	9,681	9,713	9,817	9,882

Nor has the attendance been affected appreciably by epidemics or bad weather. There have been some slight temporary interruptions, but a postponement of the examination has made up for any loss. The autumn and winter of '97 were very wet, but the effect of this bad weather will not be perceived till next summer. With the results examination in the near future, pupils make an effort to keep up their attendance, but when it is several months off they have not a similar incentive. In the cases where a steady decline has taken place from year to year, I think distinct causes may be assigned. There must be in time a general decline in attendance, as emigration is taking away all the young people. Marriages are rare in the country parishes, and 35,000 have left Ireland in the eleven months ended 30th November last. This constant drain cannot fail to reduce the number of pupils.

Teachers, their classification.

The classification of the teachers continues to be high, and a gratifying feature is the anxiety of managers to appoint only trained teachers ranking second class or higher. Ex-monitors ranking 3² are not listened to. Within the next few years five or six teachers will reach the age for compulsory retirement, and I feel confident the managers will in each case secure highly qualified competent successors in these schools, where work has been carried on in a desultory manner for some years back.

Revised instructions to Inspectors.

Programme for reading.

The issue of the revised instructions has really made but little change in the programme; practices long in use have been codified, and in the case of efficient teachers no difference whatever has been caused. The recent regulation making explanation of words and phrases an essential part of the pass in reading has been more far reaching. It means practically another subject added to the already crowded programme. In the higher classes fewer failures have resulted, but in the second, third, and fourth classes simple rote meanings have been taught with little or no intelligent training. Book meanings of long words occurring at the head of the lessons are known off by heart, but short words of four or five letters are neglected—such as oblivion, instrumental, antipathy in the former category; troops, crew, port, greet, and so on, in the latter. I often find that the whole point of the lesson is missed, and that pupils have not been taught how to set about arriving at the meaning of

Reports on the State of Education.

Mr. J. F. Hogan, District Inspector, Ennis.

passages or their place in the lesson. I am still of opinion that this branch, with recitation of poetry, should be made into a separate branch, replacing grammar or geography, as sketched out in my last report. The new reading books have been sparingly taken up in this district: our Third and Fourth Books are very suitable, and the lessons are, with few exceptions, interesting enough; but the difficulty is in the Fifth and Sixth Books, where numerous lessons are quite beyond the range of the pupils, offer no attractive subject-matter, and in addition are out of date. Lessons inculcating truthfulness, honesty, perseverence, kindness to animals, are desirable, along with some of the stock fairy tales. Too many of the lessons seem to me to pourtray unworthy motives and cunning, and others again are very dry. I have had no opportunity of going over these new books, but I fear the price of those of English origin will be an obstacle to their general use.

Reading.

The deficiencies in reading arise mainly from the fact that in the junior classes this branch is left to the care of monitors, and it is not uncommon to find pupils of fourth and fifth classes standing round a monitor who stumbles over the lesson; this is most frequent where the monitor is the son or daughter of the teacher.

Writing.

Writing is improving; really good penmanship is to be got in the fourth and higher classes, and pupils in the third class often write well, but in the second the work is frequently inferior. In this class no effort is made to teach the subject, and for the whole year pupils write in the same grade of copybook, leaving a great deal to be done in the third class when other subjects come in. Letters are generally well written, and the new regulation prescribing the use of unruled paper in the sixth class is a distinct advance. Where there is deficiency want of practice is the sole cause; careless teachers put off beginning till several months of the year are gone, then letters are written nominally every week, but on inquiry this turns out to be every month, and the result is that pupils end by not knowing how to write a letter.

Letter-writing.

Arithmetic.

Arithmetic absorbs an enormous amount of time and labour, and the sum total of mental training seems to me to be very small. Boys and girls able to do abstruse sums in practice, compound proportion, evolution, compound interest, and so on, scarcely understand what is said to them, and take no interest in intelligent reading. When they leave school they have no resources in themselves, nothing to fall back upon for their spare moments, and soon forget all the high grade arithmetic they have done. The importance attached to arithmetic appears to me to be exaggerated, and the pains bestowed upon it would be far more profitably devoted to some literary branches tending to improve the general knowledge of the pupil and to give him some interest in general reading. Better still, some technical manuals bearing on manual instruction when arrangements are made for that purpose. I am glad to notice that the new teachers' programme gives less credit in proportion for arithmetic than the old.

Spelling.

Dictation and spelling are generally well taught; deficiencies arise from want of practice and of careful correction of errors. Mistakes most commonly arise from the inability of the pupil to grasp the meaning of the passage, and anything approaching the sound of the word heard is written down. Very slovenly work has at times to get a pass, and it is very unfair that poor, untidy work, just on the threshold of a pass, should earn the same fee as a carefully finished exercise.

Reports on the State of Education.

Mr. J. F. Hogan. District Inspector. Ennis.

Grammar and Geography. Grammar and geography are the two subjects worst paid for, and of least general utility. From such young children as are generally found in third class, any intelligent knowledge is not to be expected, so the whole thing is mere rote work. It is nearly as bad in the fourth class; lists of islands, mountains, cases, moods, and so on, are learned off mechanically, without intelligent explanation. In going through the endless amount of work for fifth and sixth classes, it often occurs to me how few grown up people could answer any of the questions, or do the parsing these young folks are trained to do. Very few people indeed know anything about geography, and so little is it understood that a common saying is, that one of the uses of war is to teach people where places are. The teaching staff should have an adequate acquaintance with them, and be able to utilize their knowledge in instructing their pupils, so that they may write and speak correct English, and understand the position of places mentioned in their reading. I do not for a moment expect two subjects to be taught together, but geography should be ancillary to reading and general intelligence. At present pupils who have been three and four years learning geography cannot tell anything of the situation of places mentioned in their reading books, and in the sixth class some very crude notions on mathematical geography are to be met with.

Agriculture. Agriculture is in much the same state; the theoretical knowledge of the subject, taught by those who have only to score 20 per cent. on a rather easy paper, can scarcely be of much value, most of all in the absence of practical instruction. The few farms and school gardens can have but slight influence. It is to be hoped, however, that one outcome of the Royal Commission will be to inaugurate a comprehensive system of practical training by experienced agriculturists. The new text-book is gradually coming into use; it is a great improvement on the old book, and I hope that, in order to ensure intelligent instruction, a strict watch will be kept to prevent the publication of catechisms on the subject-matter of the book.

Needlework. Needlework is in general well done; inferior work is quite the exception. The alternative scheme is still practised in about twenty schools, and in the three Convents industrial departments are carried on in a very efficient manner; several grown girls are able to earn fair wages, and the whole tone is encouraging. Unfortunately, there is very little chance of such departments in lay schools, and I fear, under existing circumstances, anything of the kind for boys cannot be looked for.

Music and drawing. Vocal Music and Drawing are taken up in about eight or ten schools. Teachers in general have no certificates, and when they have they appear to have received no training as to the manner of setting about instructing a class. Other extras are but sparingly taken up; there is no time for them, and they are really more difficult than they seem. Pupils who have not received adequate mental training find themselves helpless where rote work will not carry them through.

General conclusions. On the whole, I think as much progress is made as can be expected under the present regulations. As far as can be judged, some extensive modifications are near at hand, but whether the results system is to be entirely abolished or considerably modified remains to be seen. I was much struck by a remark of Sir Joshua Fitch in a recent lecture of his: "That teaching, as a fine art, was yet in its infancy, and that the best things

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Reports on the State of Education.

Mr. J. F. Hogan, District Inspector.

Ennis.

in it had still to be found out." This is the exact state of affairs—we are only groping, and may in time discover a perfect system when the pupil will be taught what is useful and interesting during his school career, and will not look back on his school days as time wasted. Teaching, on the scale it is now carried on, is quite modern, and up to a recent period a teacher's qualifications were of a very low standard. In Ireland nothing more was required than to pass on C papers; but there has been a decided improvement in this respect, and managers now rarely appoint anyone lower than 2^2 and trained. They are also very keen in finding out the percentage gained by candidates at their examination, and the character of the schools where they were educated. The Training Colleges on their part should continue their good offices for their ex-pupils by at least directing their reading, or, better still, by acting as lending libraries, and supplying the teachers with suitable books to occupy their spare hours. Another encouraging feature is, that the new generation of teachers does not attempt farming or shopkeeping to such an extent as their predecessors, and thus can give undivided attention to school duties.

Teachers—their character and conduct.

The general conduct of the teachers has been satisfactory—the few exceptions are not worth noting. I suppose in every district there are a few troublesome cases. I find no cases of dishonesty in accounts, nothing worse than omissions or untidiness. Some, of course, show more taste than others in keeping their schools neatly, and others again seem quite contented with broken panes of glass, splashes of whitewash on painted wood, smoky chimneys, clock out of order, maps and tablets hung awry. Unfortunately we have no means of rewarding the neat tidy school-keepers. Another more general defect is the want of a sufficient supply of sale stock. I have to note several as "middling" or "bad" under this head in the annual return. As a check to this negligence I think a record should be kept in the book department, and where no supply has been ordered for six or eight months the manager ought to be communicated with and an explanation sought.

The Managers.

My relations with the managers continue of a most friendly character; they take an interest in the progress of their schools, and are ready to fall in with any suggestions I make.

I have to acknowledge the cordial co-operation of the Head Inspector in any recommendations involving his consent. Occasional incidental visits on his part have been very useful in this district where schools are often difficult of access. Out of the 130 in operation all but 20 have been incidentally visited once at least since 1st March, 1897. In some of the large schools the aid of the assistant has been most valuable.

I am, Gentlemen,

Your obedient servant,

JAMES F. HOGAN.

The Secretaries,
Education Office, Dublin.

Mr. J. A. Coyne, B.A., District Inspector.

Tralee.

Mr. J. A. Coyne, B.A., District Inspector.

Tralee, January, 1898.

Gentlemen,—I have the honour to submit to you, for the information of the Commissioners, my general report for the year 1897, on the state of National Education in District 54, of which Tralee is the official centre.

Number of schools.

There has been no change in the boundaries of the district since March, 1896, the date of my previous general report; but the number of schools has been increased by one, by the erection, at Aughacasla, Castlegregory, of a handsome structure, vested in the Commissioners, and affording accommodation for 200 pupils. The number of schools now in operation in the district is 113.

Efficiency of the schools.

Judged by the proficiency of the pupils, as tested at the results examinations, I would classify these schools, in regard to efficiency, as follows:—About half a dozen are highly efficient, less than forty are efficient, about a dozen are inefficient, and the remainder rank, in varying degrees, as fair or moderate. Those classed as inefficient are almost all in charge of third class teachers who have been a considerable time in the service of the Commissioners, and whose methods of teaching it would be very difficult, if not impossible, to change or improve.

Influence of the Result Examinations on the efficiency.

The character of the work done in all the schools, including the highly efficient, is necessarily influenced by the system of examinations in force at present. The aim of every teacher, good and bad, appears to be to secure as many passes at the examinations as possible, whether or not this be compatible with sound teaching. Of course, the good teacher will adopt proper methods, and will find his labour rewarded; for the examinations, with fair accuracy, appreciate the character of the instruction imparted, as well as gauge the amount of knowledge assimilated during the school year. The work of the unskilful teacher, on the other hand, may be described as mere preparation for the examination. The methods of examination adopted by his inspector form no small part of his study; with him, undue pressure is put upon the pupils for two or three months immediately before the examination; the pupils themselves recognise that an extraordinary effort is expected from them at that particular period—in the words of a shrewd school manager in this district, "they catch the results fever."

Unsound methods sometimes encouraged.

If the unskilful teacher sometimes finds his efforts rewarded by even partial success, can we wonder that defective unsound methods of instruction hold their place? Can we censure the man who adopts any means to attain the desired end—securing passes at the examinations—on which, under present arrangements, his reputation as a teacher and some portion of his remuneration depend? Rather should we view with disfavour that system which, at any rate, in its mode of distributing pecuniary reward, confounds superior and inferior teaching, sound and unsound methods, and takes no notice of good organization and discipline, of order and neatness, of the formation of good habits in children.

Annual examinations necessary to ascertain educational progress, but not sufficient.

In every system of education periodic examinations must hold a place; for they are the only means at our disposal by which proficiency can be tested, and educational progress ascertained. Annual examinations seem best for our elementary schools; in themselves, however, they are not sufficient. The actual methods of instruction employed, the moral training of the pupils, the organization carried out, and the discipline maintained during the year in a particular school cannot well be ascertained at an inspection or examination of the date of holding which due notice has been given to manager and teacher; and as they are best determined at an incidental or surprise visit, provision should be made, by which an inspector could pay a prolonged visit of this nature to every school in his district. On the report of such visit should depend payment to the teacher of a scale of remuneration, regulated according to the degree of excellence manifested.

Number of pupils on the rolls; number examined.

Over thirteen thousand pupils were on the rolls of the schools in this district in 1897, of which number about 10,400 qualified by attendances for presentation at the Results examinations. Of the latter number 9,900 attended the examinations. Thus it appears that there were over three thousand pupils on the rolls of the schools in 1897, of whose educational progress no official estimation had been made. The education of a good proportion of these pupils may be said to be practically neglected: their advancement in knowledge is not an object of solicitude to the teachers: they are a small source of revenue to the latter. Yet it is clearly the duty of the State to provide for the education of these "waifs and strays," for an elementary education is the birthright of every member of the community, humble and high.

As to bringing all pupils under a test of proficiency. Compulsory education.

The regular attendance at school of such pupils, and consequent qualification for presentation at the annual examinations (in which case *all* pupils can be brought under a test of proficiency), can best be realised by the introduction of compulsory education throughout the length and breadth of the land. It surely cannot be regarded as a hardship that every child of school-going age, if his education be not otherwise provided for, should be compelled to attend a school for at least 100 days during twelve months; and the neglect of the parent or guardian of a child to provide the latter with a suitable elementary education cannot relieve the State of responsibility in the matter of equipping its citizens for the battle of life.

As to special advancement of more intelligent pupils.

In my previous report I stated, as one of the defects of the Results system, that the same educational test is applied to the dull and to the clever pupil; the question, then, naturally arises, what means (if any) can be provided for facilitating the special advancement of the more intelligent pupils. In my opinion, if the clever pupil passes satisfactorily at the annual examinations in all the obligatory subjects of the programme of instruction year after year, and in suitable extra or optional branches as he attains the higher classes, his education has by no means been neglected, and his teacher has done his duty towards him; for examinations conducted on the lines of the programme err not on the side of leniency. The trouble lies in the uniform rate of promotion of all pupils, by which the dull are placed in the same educational plane with the intelligent, and are unduly pressed in consequence. In bad schools, and in schools placed in rivalry by local circumstances, I find a tendency to promote pupils to classes for which they are wholly unfitted, and in which, consequently, they work at a disadvantage and with little profit. To counteract such a tendency a regulation might be enforced, binding on all schools, and particularly on migratory pupils, that no

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Reports on the State of Education.

Mr. J. A. Coyne, B.A., District Inspector Tralee.

pupil, under pain of forfeiture of the results fees he might earn for his teacher, should be presented for examination in a class higher than that in which, examined, he failed in either reading or arithmetic and in one other obligatory subject, until after the lapse of two years from the date of such examination; unless it could be shown that his failures were due to other causes than want of capacity. Such a regulation would not, I think, be objected to by many teachers, and would prove a boon to the pupil less intellectually gifted than his fellows.

Ventilation, sanitary arrangements of the school buildings. The condition of the school buildings as to ventilation, sanitary arrangements, furniture, &c., has undergone no material change since the date of my previous report; the great majority of the schools may be described as satisfactory in these respects. There are thirteen schools without out-offices, and the number of school-houses unfit for educational purposes is less than a dozen. I am glad to observe that the bad and unsuitable houses are being gradually superseded by new buildings, five of which are at present in course of erection.

Abolition or reduction of school fees. The abolition or reduction of school-fees seems to have exercised no influence on the attendance of pupils in this district. As pointed out on a previous occasion, the scale of school-fees adopted prior to the passing of the Education Act of 1892 was low, and payment was not pressed for to such an extent as to act as a check on regular attendance.

Severe weather. During 1897 unusually wet weather was experienced, which, however, did not appear to exercise much influence on the attendance of the pupils at the various schools. **Epidemics.** In December scarlatina of a mild type was prevalent in Tralee and in another school locality, the effect of which was the closing of the schools in these localities for Christmas vacation somewhat earlier than usual.

Monitors. The monitors employed in the district number 101; their services are, as a rule, given in schools where good organization is displayed. The teachers appear to discharge faithfully their duties towards these monitors in so far as preparing them for the annual examinations at least. Failures at the final, or classifying examination, are infrequent, particularly in the case of the male monitors, who are stimulated to study by the hope of winning the prizes under the Reid Bequest. Of these valuable prizes, which are open for competition to all male monitors of the county Kerry of third and fifth years' service, seven, or more than half the total number, were carried off in 1897 by monitors of the Tralee district.

Infant departments. In the six Convent schools of the district there are infant departments, where instruction is given in kindergarten, calisthenics, and musical drill. The proficiency in these kindred subjects was, in general, of creditable standard.

Reading. Reading may be said to be at present in a transition stage. In October last a beneficial change was made in the requirements of the programme, by which explanation is to be taken into account in awarding a pass in this subject. Already this change is bearing fruit; and though the percentage of passes in the subject has been much lower since this much needed reformation came into operation, the quality of the reading of the pupils, both in fluency and intelligence, has been greatly improved.

Arithmetic. In Arithmetic the proficiency was satisfactory, so far as ability on the part of the pupils to bring out correct answers to arithmetical exercises is concerned. Cumbrous processes of solution, involving long calculations, prevail to too great an extent. Theoretical arithmetic, including the reasons of the different arithmetical processes, is in a very backward state; and its neglect (as well as the awkward modes of solution of arithmetical exercises commonly employed) points to defective and mechanical methods of instruction.

Writing, spelling, grammar, geography, Agriculture.

The proficiency in Writing, Spelling, Grammar, and Geography in 1897 was of much the same standard as in 1895, the year for which my previous report was written. The special remarks on the teaching of these subjects made by me in that report still apply.

A new text-book in Agriculture has superseded the unsuitable work formerly in use in the schools. During 1897 the pupils of some schools were prepared for examination in the new book, of others in the old; while in a few the new book was introduced to the pupils of fourth class only, the old book holding its ground with the fifth and sixth classes. I look for an improvement in the proficiency in theoretical agriculture from the introduction of the new text-book to our pupils.

Needlework.

The requirements of the programme in Needlework were satisfactorily carried out in 1897. Ninety-two per cent. of those examined in this subject obtained passes, most of these being satisfactory, or "No. 1" passes.

Alternative programme.

The Alternative Programme for sixth class girls was in operation in only seven schools, the teachers of which have a natural taste and talent for industrial work. I have seen some serviceable and valuable articles turned out by the pupils—such as knitted quilts, petticoats, jerseys, shawls, &c.

Book-keeping.

Book-keeping was taught to about 550 pupils distributed over twenty-two schools; fifty-seven per cent. of those examined in this subject obtained passes.

Vocal music.

Vocal Music was taught in only ten schools, in eight of which the Tonic Sol-fa was the system adopted. The proficiency was generally satisfactory. The Tonic Sol-fa system has the merit of being practical; it places music within the reach of everyone, which the Hullah, or fixed Do system can never do. In schools where the staff notation is adopted, instruction should be imparted by the help of, and with reference to the tonic notation.

Drawing.

Drawing was taken up in twenty-eight schools during 1897; a good standard of proficiency in the subject was, on the whole, attained.

Extra branches.

Instruction in Extra Branches is given to a very limited extent; the principal extras selected being Algebra, Geometry and Mensuration, Sewing-machine and Dressmaking, Irish.

In conclusion I beg to state, at the risk of repetition, that I cannot too strongly press the point that while fixed annual examinations are necessary, and must be arranged for, provision should be made by which an inspector may pay a prolonged incidental visit to every school in his district, in order to observe the methods of instruction adopted, the organization carried out, the discipline maintained, the state of the school as regards cleanliness, and the school itself in its working attire. On the report of such visit should depend the granting or withholding of no inconsiderable portion of what at present is paid, as results fees, for passes at the annual examinations.

I have the honour to be, Gentlemen,

Your obedient servant,

J. A. Coyne.

The Secretaries,
National Education Office.

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Reports on the State of Education.

Mr. Louis Daly, M.A., District Inspector

Mr. Louis Daly, M.A., District Inspector, Mallow.

Mallow, March, 1898.

Gentlemen,—In accordance with the instructions contained in your letter of 30th November, 1897, I beg to submit to you the following report on the state of National Education in this District for 1897.

The district.

The District occupies the north-east portion of the county Cork, and lies wholly within that county. Its shape is roughly that of a parallelogram, of which the towns of Buttevant and Mitchelstown on the north and the villages of Blarney and Watergrasshill on the south form the angles. The river Blackwater, in its course from west to east, from Lombardstown to Clondulane, forms the central line. The natural characteristics of the greater portion of the district are extremely picturesque. To the north lies the imposing Galtee range, while the valleys of the Blackwater and its allied streams are well wooded, with tilth and pasture interspersed, and crowned with hills where rise numerous country-seats and ancient castles.

Schools.

The schools in my charge now number 113, viz.:—Boys schools, thirty-eight; girls' schools, thirty-six; mixed schools, twenty-nine; five Convent, three Poor Law Union, one Monastery, and one Industrial school.

Many of the schoolhouses are excellent buildings. The great majority are at least tolerably suitable as regards structure and comfort, but there are still far too many which are defective either in space or in ventilation and lighting, or in repair, or in all these respects combined.

New schools.

In the village of Blarney new vested schools—Blarney Colthurst—have been erected, and the former very unsatisfactory school of Blarney Old has been thoroughly repaired and divided into two departments. At Ballindangan the former wretched buildings have been replaced by two excellent non-vested schools. In this case the manager, finding it impossible to obtain a site of the dimensions which would justify a grant of public funds, with commendable public spirit erected these fine buildings altogether from local sources. Such examples as these—where the needs of the locality have been recognised and amply supplied—could with great advantage be followed in not a few cases where the necessity is at least as great, but unfortunately in these cases such pressure as I have been able to bring to bear has resulted so far only in vague promises, to end merely in continued procrastination. In some cases too, where the manager would have been willing to build new houses, or to furnish the increased accommodation which may be needed, his good intentions have been frustrated by a lack of public funds available for this purpose.

Exterior of school buildings.

One very remarkable and discouraging feature in nearly all schools is the absence of taste in regard to the keeping of the school premises and grounds. This strikes one the more forcibly inasmuch as, recent legislation having in many cases provided the labourer with a decent home and a plot of ground of his own, there is evidence in many instances of the growth amongst this class of a taste for floriculture, in marked contrast to the squalor and dreary monotony of their former conditions of life. One would have thought that the example in this direction would have proceeded from the school. This, at least, is certain,

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Reports on the State of Education.

Mr. Louis Daly, M.A., District Inspector. Mallow.

that so much refinement and social advance, as is indicated by increased neatness and tastefulness in the peasant's home, would have received a stronger impetus if our schools had exhibited, as one would naturally expect them to do, object lessons in this regard. This omission or negligence has its origin in one of two causes, and very often in the combination of both, namely the fact that many of the teachers reside at a considerable distance from the scene of their labours, that many moreover are occupied out of school hours in other duties or other employments than those of their profession. Unfortunately in all but a limited and select few there is an apathy as regards these professional duties in any matter not immediately connected with the school working hours, and a marked disposition to regard ἐν παρέργῳ all claims on their time and energies which are not strictly defined as obligatory and imposed on them by rule and statute.

Interior.

As regards the interior, all schools—with one notable exception—are clean and tidy once a year, viz., on the day of the results examination. In only a few is this neatness and tidiness always preserved. In the majority, on all other occasions than the one I have mentioned, a greater or less degree of untidiness is always observable. The floor is rarely, if ever, scrubbed; the teacher's desk, table, and press are heaped untidily with books and papers: one of the chief functions of the maps seems to be to hide the tablets, which, instead of being neatly arranged together on the rails at the top of the room, are usually, and with apparently perverse ingenuity, scattered at irregular intervals throughout the schoolroom.

Draft circles

Many schools are destitute of draft circles, and where, after repeated urging, the teacher has been induced to adopt this innovation, they appear only to be used on the occasion of inspection visits, when the huddled knots which represent classes are hurriedly hustled, in some semblance of order, round the strange lines, as if in deference to the peculiar whim of the inspector who exacts such ultra-refinements of discipline, or as if the proceedings were part of a review taking place at stated intervals and unconnected with the ordinary working of the school.

Teachers.

Perhaps this is the most appropriate place wherein to state that, as a class, the teachers of this district deserve in a very large measure unstinted praise. I would wish to emphasize that this statement is neither contradictory of what I have written above, nor paradoxical in relation to such adverse criticisms, as it will be my duty to make further on. It will be seen that I imply that such praise is only due within certain defined limits. I am bound to state that *in their schools* and *within school hours* the great majority of them work conscientiously, energetically, and faithfully. It is the system and the order that would render their work far lighter to themselves and far more efficient in its results which are so often lacking.

Neglect of preparation for work.

There is yet another omission more universal in its character, and more detrimental in its effects. Stated briefly it rests on the fact that, by a sort of tacit convention, the teacher seems to regard his duties and the claim on his time as beginning and ending with the beginning and ending of the school day. Hence there is no preparation for work. Now no one can teach anything effectively, no matter how simple be the subject, or how thoroughly conversant he be therewith, without adequate preparation. A teacher at his examination for promotion, or a monitor recapitulating the rules in which his teacher

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Report on the State of Education.

Mr. Louis Daly, M.A., District Inspector.

Mallow.

has instructed him, will formulate dogmatically and correctly all the conditions as to work and preparation for that work which are to be expected from an efficient teacher; but the thing so glibly enunciated in theory is not reduced to practice. It would be easy to multiply examples. I take one instance out of many. I have seen pages on pages of teacher's exercises at examinations detailing the advantage and the necessity of notes on lessons, but I do not think I ever yet saw notes of lessons in a teacher's hands in actual use in a school. In other professional examinations the professional subjects, in which the candidate is tested, besides being the means of test, form the material which the candidate must afterwards utilize in practice if he is to be successful in the profession: with our teachers the science of education is only so much mental lumber, the display of which secures classification or promotion. It remains a set of formulae which are very rarely reduced to practice.

General character as to efficiency.

Within the limits of the school day then, in spite of crudeness of method, in spite sometimes of the absence of all method, and apart from the almost universal neglect of adequate preparation for their work, the teachers of this district, as a body, discharge their duties honestly and diligently. The number of absolutely inefficient teachers is small; the number of those whose inefficiency is wilful and incurable is very small indeed. There are, I think, but four schools in the district in which it is my deliberate opinion that the teacher's inefficiency arises from laziness as distinguished from absolute incapacity, and one of these, I am happy to say, is shortly to be accorded a well-earned, if involuntary, retirement from further scholastic labours. Of the second class of incapable teachers there are unfortunately some few. With such cases it is most difficult to deal. In many instances such a teacher has never been efficient; his record, year after year, is one of censure for inefficient work and admonition to improvement of which he is incapable. The local manager, however energetic otherwise, however well convinced of the wrong done to whole generations of youths by the continuance of such a teacher, however well aware from other examples under his ken of what a really efficient teacher can and ought to effect, cannot be induced to take action influenced by motives of compassion or by fear of arousing local feeling, which by a strange perverseness can always be enlisted on the side of a useless teacher—involving a serious wrong to the children committed to his charge. In such cases of proved incompetency official action is necessarily much hampered when the whole influence of the responsible local authority is exercised in the interests of one individual as against those of many.

How to deal with inefficiency.

To urge that a school exists primarily for the education of the children attending it, and not as a means of livelihood for the teacher, no matter whether he does the work for which he is paid or not, may at first sight appear to be a truism, but the doctrine is one which unfortunately is of no weight in influencing a manager in such cases as I am now dealing with. The only remedy would be an inflexible rule that, after the lapse of a certain definite period—which may be as liberally extended as possible—when, as a result of successive inspections and examinations, and when full allowance is made for every adverse circumstance that may reasonably have militated against his efficiency, it can be shown that a teacher is incapable of improvement, incapable in a word of even a tolerable performance of the duties for which he receives payment, his compulsory withdrawal should be automatically effected.

Reports on the State of Education.

Mr. Louis Daly, M.A., District Inspector.

Mallow.

Classification.

The teachers of the district are classified as follows :—

PRINCIPALS.

	I^1.	I^2.	II.	III.	Totals.
Males, ...	6	13	26	14	59
Females, . . .	8	14	20	7	49

ASSISTANTS.

	I^1.	I^2.	II.	III.	
Males, ...	0	2	10	15	27
Females, . . .	1	0	14	11	26

Of this total of 161 teachers, sixty-one have undergone a course of training.

Monitors.

The number of monitors is sixty-eight, distributed amongst forty-one schools. The position, in this district at least, does not appear to be a highly coveted one, as other employments are open to young people leaving school. Consequently it is often difficult to obtain the most suitable or any candidate, and frequently the boy or girl one would wish to select declines the position. Too often the position is sought by managers for candidates on eleemosynary principles, on the plea of the poverty of the parents of the candidate, apart altogether from considerations of his or her merits. I have of course rigidly discountenanced such applications, but the fact that the appointment is largely regarded as existing for such a purpose is instructive.

Instruction of them.

As regards the instruction of these young people in their prescribed course the general result is satisfactory. Most teachers, who have charge of monitors, attend carefully to this. When it is unsatisfactory the remedy is simple, and has been always applied; but, as regards the object for which the appointments are primarily made—the training of future teachers—the result is not so satisfactory. Very few of the monitors at the completion of their course continue in the teaching profession. The over-supply of teachers and the attraction of other employments account for this. In respect to the training of the monitors in practical teaching in the schools what I have already said as to the crudeness of method of the majority of teachers will explain why I consider that such training is not satisfactorily done. In theory and for examination purposes the monitor *is* satisfactorily prepared, but he does not see this theory put into practice in actual teaching, and he cannot be blamed for not initiating practical methods for himself. In most cases the chief function of the monitor in his first years seems to be to keep the junior pupils quiet. A monitor is of little use for actual teaching until his final years, and towards the end of his course he is mainly employed during school hours in preparing for his examination.

Restriction of appointments.

These appointments should, I think, be most carefully restricted to excellent schools. I am even of opinion that some such system as regards appointment, payment and length of service, as that in force at

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Reports on the State of Education.

Mr. Louis Daly, M.A., District Inspector.

Mallow.

present for pupil teachers in Model Schools, would offer a better prospect of securing the objects now aimed at—the supply and training of future teachers—while it would, at the same time, save what I cannot but regard, in many instances in the present system, as a waste of public money.

Besides securing these advantages such an arrangement would afford a real addition to the teaching power of large schools, for at present one or two monitors in a school of from sixty to seventy pupils do not, I think, furnish such teaching aid as, in theory, they are expected to do. With any reform of this nature I think also it is requisite that the average necessary for the employment of an assistant teacher should be reduced, for, even with monitors, I do not think even an efficient teacher can succeed in teaching all classes and all subjects successfully in a school of the size mentioned.

Pupils. In 1896 the number of pupils on rolls in the schools in the district was 10,644, and the number examined was 8,378. In 1897 these numbers were—on rolls, 10,329; examined, 7,933.

Epidemics, &c. The diminution in numbers may be partially accounted for by epidemics, which necessitated the closing of a considerable number of the schools at unusual periods; but there is no doubt also that the population here is diminishing, as a large number of the younger men and women emigrate year after year.

School fees. I do not think that the abolition of school fees by the Act of 1892 has at all produced the full effects which were expected. In this opinion I find myself supported by many of the managers. I hear it frequently stated that people do not value what they receive for nothing.

Compulsory attendance. The necessary corollary to this reform—compulsory attendance—remains lacking. Complaints of irregular attendance are very frequent, and are fully justified by the facts. In this district there is only one School Attendance Committee—in the town of Mallow. This committee is active, and has effected considerable good, but even here it does not affect the rural fringe which forms a large proportion of the school-going population of town schools.

School bank. In only one school—Ballygraddy—has a school bank been established. Its existence in this school however is due, I think, to the fact that, by a local endowment, money prizes are annually awarded to the children who answer best in each class.

Warmth, ventilation, &c. About two-thirds of the schools here are fairly comfortable and well warmed. Ventilation, however, during the school day does not receive due attention, and I have very frequently to complain of neglect of this important matter. The Practical Rule on this subject could generally be much more effectively observed.

Politeness, dicipline, &c. In the majority of the schools, and especially in girls' schools, I find the teachers very careful to train the pupils in habits of politeness, and at examinations an honest demeanour is the almost invariable rule. I have already referred above to discipline, and from what I have said it will be understood that I do not find it so satisfactory. Class movements, marching, &c., are not generally practised, and certainly in very few schools are the children trained to obey simple orders with precision and readiness.

Time-table. A very grave and almost universal fault, and one which largely explains the clumsy methods of working to which I have alluded, is the neglect of the time table. This is rarely drawn up with care, and with due regard to the needs of the particular school. The teacher would almost seem to aim at complication of details rather than at simplicity.

Some time-tables, for this reason, are impossible of observance; but emphatically—whether simple or complicated—at my incidental visits I do not find them properly observed.

School accounts.

The school accounts are kept with the greatest care, accuracy, and neatness. This is their almost universal character throughout the district.

Reading.

As regards the instruction given in the subjects of the programme in reading, generally speaking, excellence is rarely attained. By excellence I mean intelligent reading, with due attention to pauses, and with that expression and modulation which indicate that the reader is fully alive to and master of the meaning of the passage read. Local peculiarities of pronunciation—the broad Doric of the south—must of course be always expected, and it would be ultra-refinement to look for the elimination of such characteristics.

Few teachers read well.

There are I think two causes why excellent reading, such as I have defined, is not found. In the first place very few of the teachers themselves read in a pleasing intelligent style. Perhaps this is explained by the fact that, until the introduction of the new programme of examination for classification and promotion, this subject was not taken into account as it now is; and again the subject of Lesson Books—now happily replaced by English Literature—required of them a jumble of ill-digested, unassimilated, unconnected facts which perforce made claim on their memory rather than on their intelligence.

Explanation neglected.

In the second place it was quite possible in the past for a pupil to pass and earn fees for his teacher in reading by mere verbal accuracy. In the greater number of schools this verbal accuracy is secured, and I feel quite convinced that in the near future considerable improvement will manifest itself in this subject, inasmuch as the recent modifications in the programme for pupils which have insisted on a knowledge of the meaning of the words and phrases in the passage read, as an essential element, is even already producing fruit. The absence of such a provision I have always considered as the greatest defect in our system: for, as long as the condition of our schools and the efficiency of our teachers are tested by the results of an examination, all experience shows that the great mass of the teachers will not do more than train their pupils in the curriculum which the examiner is bound by rule to observe. Hence reading at the best was but a faithful enunciation of the words of the text, and with dreary iteration report after report recorded, even in the best schools, that reading was accurate, but that explanation was neglected. For all practical purposes, as far as the school teaching was concerned, the text book used might as well have been in a foreign language. This may sound extravagant, and I may be confronted with the statement that Irish men and women, who have been trained in our primary schools, can read and understand what they read. That, of course, has to be granted, but experience and increase of reasoning powers, with the increase of years, were the teachers and not the school training. The result could have been, and ought to have been, attained during the school-life. To leave the true end of the teaching to be attained at hap-hazard was a waste of time and of that intelligence which ought to have been cultivated in the school-going years. Anyone who has heard, in a secondary school, boys—who possessed a moderate knowledge of quantity sufficient to guard them from the grosser errors, and who were acquainted with the value of the full stop—reading the Latin prose of an author with whose meaning they were imperfectly acquainted, can form a very fair idea of the general style of the reading in most of our primary schools. No

Reports on the State of Education.

Mr. Louis Daly M.A., District Inspector.

Mallow.

one but one who has daily experience of the absurd and wild shots at meanings, made even by intelligent pupils—and the wildness and absurdity are most intensified when the pupil possesses marked natural intelligence, for the dull child declines to answer at all—could credit the extent to which the mere mechanical teaching of reading was followed.

Improvement in reading.

As I have said improvement will now necessarily be shown. In some instances already, notwithstanding the short time in which the new programme has been in force, I have been quite astonished at the change which has been effected. Many teachers still of course require urging to force them to abandon the old groove. For some time progress will be slow, for a child, now in the higher classes, whose education in this regard has been neglected all through his school life, cannot be expected in one year to develop an intelligence which should have been cultivated for seven or eight years.

Erroneous methods.

It is perhaps not surprising that the proper method of achieving the end of the new regulation—nay even the very meaning and spirit of this regulation—should in many cases be misunderstood. I find many teachers who are still convinced that the meanings attached to words standing at the head of the lessons, if committed to memory by the pupils, satisfy all requirements as to the teaching of explanation. Others again get their pupils to underline all difficult words and to write the meanings in the margin—a useful practice perhaps if the meaning be understood; but where, as is too often the case, it is a mere menemonical symbol for the word in the text, about as useful and practical as loading an athlete with additional weight to qualify him the better for winning a race.

List of meanings of difficult words.

Of one development of this irrational practice I can scarcely speak in too strong terms of condemnation. Not, I presume, as helps to the pupil, but as aids to relieve certain teachers from the necessity of teaching, there have been published certain lists with stereotyped meanings of all the difficult, *i.e.* polysyllabic, words, in the lesson books, I have found some teachers inane enough to put these mischievous productions into the hands of their pupils, and to set the unhappy little creatures to burden their memories with this string of additional useless matter, which, be it remembered, in this crude form is to represent the teaching (!) of explanation without any further effort on the teacher's part. Happily such cases are rare, and I refer to them here in the hope of arresting the growth of what I regard as a worse than useless feature. It would be better for the children that the old style of mere mechanical reading should continue than that this practice should gain ground, for this is veritably to consecrate the pupils to the *culte* of dulness to hold that—

"Index-learning turns no student pale
Yet holds the eel of science by the tail."

Object lessons.

However at the risk of repetition I may here state again that improvement is slowly manifesting itself, and if object lessons to the junior pupils were systematically and effectively given, by an early development of the pupil's intelligence and an enlargement of the scope of his ideas, they would tend in a degree, now scarcely appreciated, to lighten the teacher's labours in the senior classes. Unhappily so far such object lessons are not effective. The general, in fact almost the only method employed is instruction from a large coloured chart representing different animals, and usually the so-called object-lesson consists merely in the pupils pointing out the animal named. Particulars of its form, of its uses and habits, are rarely given. If the child is wrong the first

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time in indicating the picture of the animal named he is allowed a second or a third guess. There are only a limited number of schools so far in which this exercise is intelligently carried out, and where its complement—the teaching of the child from the very moment, when he is able to form words from letters, that these words represent things—receives proper treatment, but it is from seeing the cheering effects from such teaching, where it exists, that I am led to hope for general improvement.

Writing.

Penmanship, like reading, is scarcely ever excellent. In most cases the pupils are left teach themselves. That is for a certain period each day they are set down to copy a certain number of lines from a head-line. Of teaching proper there is scarcely any. It does not seem important that the pupils, when writing, should sit properly; they may clutch their pens in any manner that is most convenient. Occasionally a monitor may be detailed to walk through the desks at the writing lesson, but supervision, instruction, and illustration on the teacher's part is not even attempted. By a constant routine of daily lessons, as thus described, a certain passable style of penmanship is produced. Of excellence there is scarcely any.

Letter-writing.

Composition in our schools is represented by letter-writing. In this branch, as might be expected from what I have already said as to the defective teaching of explanation and penmanship, there is still very wide room for an improvement, which is perfectly possible of attainment.

In a sense perhaps the restriction, at least in the highest class, to the letter-form, as a test, is unfortunate, as it calls for teaching only within certain narrow limits. At present the letter-form, as regards date, commencement, and conclusion, is fairly well observed. Too frequently however the addressee is cumbered with a plethora of courteous, if redundant, titles, denoting a high grade of politeness, plentifully tempered with ignorance on the part of the writer—the Rev. Father Murphy, Esq., and Mr. John M'Carthy, Esq., being strongly represented in the letters of all schools. The matter, when it runs beyond a sentence or two, is involved, compensation for the absence of capitals at what ought to be the commencement of sentences or in proper names being made by the introduction of these mysterious symbols at irregular intervals, while illusive full stops, when used at all, are inserted *au beau milieu* of a phrase. Too often the letters of a whole school, no matter how different the subjects may be, bear a strong family likeness. Whether ordering a stone of sugar from a grocer, or applying for a situation, the pupil will commence, say, by referring to a kind and welcome letter received this morning, and conclude with a promise to write again soon. Many teachers are short-sighted enough to dictate the letter exercises for a whole school day after day in set form, thus discouraging, nay actually killing, all chance of original composition. Errors of spelling and of grammar in the letters—and these in the case of pupils who can parse and write dictation exercises correctly—are very universal, while no stronger proof of the absence of the intelligent teaching of reading which I have discussed above could be afforded than by the perusal of such letters where senior pupils are directed to write in letter form some account of the great men of whom sketches are to be found in the lesson books.

If a pupil can be got to write anything at all in such a case he almost invariably dovetails together the incidents in the lives of two or three individuals, so that by this time my sense of humour is quite dulled when I find Alfred the Great inventing the steam-engine, or Dr. Johnson's discovery of America varied by his occupation with the

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Reports on the State of Education.

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Mr. Louis Daly, M.A., District Inspector.

Mallow.

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French Revolution. Or there is yet another form frequently found, and more deplorably still illustrating mere memory teaching. For this the receipt is as follows:—Take the six first lines of the life of any man recorded in the lesson books, leave out the punctuation and most of the linking words which carry on the sense, prefix thereto "Dear Sir," and conclude in the middle of a sentence with "Your obedient servant," and then ask the sixth class in three National schools to give some account of the great man in question, and in at least one of the three you will have already prepared an exact model of the stuff that will be produced.

The causes of this unsatisfactory state of affairs I have already indicated. They are neglect of explanation of what the pupil reads, and with the promised improvement in this direction I have no doubt that many of the defects I allude to will disappear; then, the neglect of careful judicious selection of subjects, calculated to draw on the pupil to express his own thoughts in simple language; moreover the adoption of the labour-saving useless plan of transcribed letter exercises, and finally the neglect on the teacher's part of careful correction of misspelled words, grammatical mistakes whether in writing or speaking, and gross errors in punctuation.

The full measure of improvements that is to be expected will not however come—and I cannot say it too often—till teachers learn that much is to be done for the school and for their pupils out of school hours—a doctrine which unfortunately is so far a heresy to the vast majority.

Arithmetic.

Arithmetic, in most schools, is very successfully taught, at least judging by the marking at results examinations. That is, the requirements, and the paper test applied in the higher classes, in conformity with these requirements, are satisfied. But is this written test itself a satisfactory one? I am strongly inclined to answer the question in the negative, and to hold that the test in the senior classes should be, at least in part, an oral one. The neglect of blackboard instruction in the teaching, the fact that senior pupils, who can juggle successfully with masses of figures in complex rules so as produce at the end a correct result and yet display absolute blank ignorance of the principles which they have followed, the hopeless stare or uneasy muttering of these same pupils when called on to perform simple mental calculations, are all to my mind sufficient proofs that the teaching of this branch, though sufficient to satisfy the requirements of the test at present applied, is not of the most effective order.

In the junior classes there is still some difficulty in securing expertness in addition and subtraction tables. In these classes too, I think it is rather to be deplored that the test is altogether confined to abstract numbers. Though the pupils can add or subtract correctly, yet, if asked such a question as "a man who had 70 sheep sold 15, how many were left?", they are absolutely unable to answer. The second class child who has previously worked correctly a subtraction exercise of four figures will be quite unable to grapple with this. Possibly if he does anything at all he will add the two figures. Even a third class child to whom this problem may be proposed will as often as not proceed to divide 70 by 15.

In the arithmetical test of the junior as well as of the senior classes it ought to be the object of the examination to exact the maximum of intelligence in the prescribed programme, and the requirements ought not to stop short at an irreducible minimum. I have frequently of late heard it stated that boys, who had passed the arithmetic test in the higher classes, were incapable at their first entrance in business of

Reports on the State of Education.

Mr. Louis Daly, M.A., District Inspector, Mallow.

performing such a simple calculation as reducing a bill of goods by $2\frac{1}{2}$ per cent. I should have expected this *a priori*. Some of our arithmetical test cards contain practical tests of bills of parcels, and in marking these I almost invariably find them wrong, because the pupils have been practised in the more abstruse rules, which are less useful but which pay better for examination purposes, and which, though worked correctly, are very frequently not understood as regards principles. They are a sort of arithmetical legerdemain, and will, I fear, continue so as long as the sole test now applied—the written one—directly encourages this form of preparation.

Spelling.

Spelling, both oral and writing from dictation, is on the whole satisfactory. In many cases, however, the dictation exercises are not carefully corrected, nor are the misspelled words rewritten. Transcription alone is too often substituted for writing from dictation. If a teacher's attention is directed to errors uncorrected in the pupils' school exercises, his almost invariable reply is that he has not time for such corrections, implying that his other duties during the school hours—which are his only working hours—make too great a demand on his time.

Grammar.

In Grammar, in the third and fourth classes, the pupils, though able to distinguish the parts of speech, are not always able to apply the definitions of these, especially as regards the pronoun, because sufficient care is not taken to explain the language in which these definitions are couched and to illustrate their bearing. In the senior classes the parsing exercises are usually satisfactorily executed. But parsing alone is the end aimed at, for that alone represents a pass mark. Orthography, etymology, and syntax may be represented by a few rules glibly enunciated, but of these the pupil understands nothing. Most children will say "I has" and "I done" in speaking. The same children may be able to inflect the verb "to have" in the present tense, may know that "*have*" is first person singular, and that "done" is a past participle, but they cannot apply such rules to the correction of their errors of speech. Now parsing may or may not be a useful mental exercise, it may or may not tend to the teaching of correct speech—and with regard to both these points I hold views which may not perhaps be considered orthodox—but at least there are other branches too which should include mental training—though, as I have tried to show, in the case of arithmetic for example, this training is not properly imparted—and in this subject of grammar, from whatever cause, correct speech is not always found associated with expertness in syntactical parsing.

I think the introduction of grammatical analysis in the higher classes would be extremely useful, and I know that far more could be done than is now done by the teachers in securing correct speech on the part of their pupils by watchfulness and attentive correction of errors.

Geography.

If the end of Geography or map teaching be the almost simultaneous descent of a pointer in a child's hand on the printed name of a place when that name is uttered by an examiner, then I can say that this branch is carefully and successfully taught. But very few children have a knowledge of what a map really represents, the instruction is confined to pointing, and the globe, even if it be found in the school, is not used for illustration; the application of the particular to the general, of local features in reference to those represented on the map, is not availed of. I find constantly children living in view of the Galtee mountains who profess never to have seen a mountain, or, if they have, not to know that it has a name; children who daily cross one of the numerous confluents of the Blackwater who assert that they never saw the tributary of a river, and who, if the tributary be located for them, cannot tell its name. The points of the compass indicated by them correctly on the map have no meaning off it, and this though they are explained in our Second Book, and even though one hands a third or fourth class child the passage in that book to read. The top of the map is the north, so is the top of the schoolroom, *i.e.* the ceiling, then logically the north of where the child stands is overhead. If one points out to him that the north wind can consequently only fasten on his hat more firmly, his ready native wit will respond with a broad smile, and the teacher will probably rejoice that the exacting inspector is in good humour to-day, but the thin jest carries no further application. Wisely, I think, was the map of the county proposed as a substitute for that of Ireland in fourth class, but this map is never utilized. In a word, in this subject the evils of rote-teaching most strongly manifest themselves.

Agriculture. The text-book in Agriculture is taught more or less carefully as a memory subject. The new text-book has scarcely found its way as yet higher than Fourth class. In language and form it is an improvement on the former text-book, but it is, I think, still somewhat too complicated and too lengthy for the use of children. The subject as at present taught is rather hopeless, as it is a teaching of words without the aid of objects. In searching for a practical advantage to be derived from such teaching I can only find one, namely, that the boy who is taught to read and understand the subject in school, can understand such directions on agricultural subjects as he may read in after life.

School-garden. There is one school garden, in connection with Castlelyons Male National School, in the district. It is neatly and carefully cultivated.

Needlework. Needlework is, on the whole, fairly well taught throughout the district. The Board's regulation as to the teaching of this branch for at least an hour a day is observed. In cases where the subject is indifferent this result is due to want of natural aptitude on the part of the schoolmistress, or to the fact that the pupils are allowed to practise during the hour's lesson without instruction.

Alternative scheme. The Alternative Scheme for sixth class girls has not been a very great success, and it is gradually disappearing. The industrial instruction is not of a high order, and the literary instruction accompanying it is of a very limited character.

Music and Drawing. Vocal Music, chiefly on the Sol-fa system, is taught in twenty-five schools with fair results. Drawing is taken up in twenty-eight schools, but in this branch success is not very marked. Kindergarten is taught in five Convent schools.

Extra subjects. Extra subjects are limited to a very few schools. This, I think, is wise, for their absence affords a better chance of sound instruction in what is already a very extensive course, and where they are taken up there is nearly always a tendency to neglect some important branch of the ordinary programme for the sake of the higher fees which these extra subjects carry.

The Results' system and Inspection. The present system of results examination—whereby it is essential to examine every child presented individually and exhaustively in every separate subject of the code—has at least one marked defect, which is, that it encroaches too largely on the time available for visits of inspection, as distinguished from those for mere examination purposes. Practically, when the time spent at such examinations, as well as that necessary for other duties, is deducted, the margin left for actual inspections is extremely small. I would be far from advocating the

Mr. Louis Daly, M.A., District Inspector. Mallow.

abolition of an examination test, but I am not satisfied that it is the most efficient means of estimating the value of a teacher's work, or that it is absolutely essential in its present exhaustive entirety. In the senior classes, at least in certain of the essential subjects, its retention would be most necessary; but in the junior classes the end in view would, I think, be equally well achieved by a class examination, or by an individual examination of a selected portion of a class. Anyone who has experience of examining schools knows that after the examination of a few pupils the examiner has acquired an absolute knowledge of the kind of work which has been done by the teacher for the class under examination.

The ideal system to my mind is one of inspection and examination combined. If the former is thorough and perfect the system of examination need not be so exhaustive as it is at present, for the knowledge gained at inspections, if these are sufficiently frequent, is the knowledge of what the teacher is doing, of what his work is worth. It may be said that this is the object of the present individual examination system, but in regard to this again the experienced examiner knows that a teacher of ability, who works only spasmodically, or who practises the high-pressure "cram" system at the close, can secure a marking paper filled with marks very slightly, if at all, differing from that of an equally able but conscientious teacher in a school of similar size. I do not say that the pupils of the one are intellectually equipped by their teacher as are those of the other. What I do say is that the marks may be alike or nearly alike, and that they do not reveal the difference between the two schools. Even though there be a difference the teacher feels it but little in regard to the payments made to him. The results fees are but a small portion of his income. What I would wish to submit is, that a gradation of payment on the merit of the work shown to be done at inspection visits would give an impetus to more skilful teaching, and would reward the deserving teacher more impartially than is achieved under the present system.

Managers.

The greater number of the managers of this district are energetic, and display a genuine interest in the progress and condition of their schools. There are unfortunately some who display very little, if any, interest. The schools of the last named limited class suffer, as might be expected, from indifferent teaching, from want of repairs and improvements where needed, and from lack often of necessary appliances. To the great majority of the managers my thanks are due for their courtesy and friendly co-operation.

In conclusion, I beg to say that I am well aware that this report is not one of laudation. I have tried to speak of things exactly as I find them. I have tried "nothing to extenuate nor set down aught in malice." I give credit to most teachers for energy in their schools, to all—almost without exception—for truthfulness and accuracy in their school accounts, and for their efforts to render my labours in the examination of their schools as easy as possible. But I hold that the results achieved could be far more effective with improved methods—known to the teachers but not practised—and with greater interest in the work of preparation, with greater interest, in a word, in the professional side of their work.

I am, Gentlemen,

Your obedient servant,

Louis S. Daly.

The Secretaries, Education Office.

Reports on the State of Education.

Mr. E. S. Cromie, B.A., District Inspector.

Mr. E. S. Cromie, B.A., District Inspector.

22nd January, 1898.

The district.

A slight increase in the number of schools.

Gentlemen—In obedience to your instructions, I beg to submit for the consideration of the Commissioners the following General Report on the state of the schools in the Killarney district.

Since I was appointed to take charge of this district in February, 1892, no change has been effected as regards its boundaries, but the number of schools has increased from 126 to 128, inasmuch as one mixed school was divided into a male and a female school, while in another locality an entirely new school was built. That the latter was required is shown by the fact that an average attendance of over forty pupils has been maintained since the school was established. Three new schools are to be built at an early date—one to supersede a very unsuitable building, and the remaining two to supply the wants of localities situated at considerable distances from existing schools. When these buildings are completed, practically the whole of the district will be sufficiently supplied with schoolhouses.

Majority of schools vested in Commissioners.

Repairs of schools vested in trustees.

The great majority of the schools are vested in the Commissioners. These are kept in proper repair, but if I leave out of consideration the convent schools, those vested in trustees are not so well kept as might reasonably be expected. This defect is, I understand, observable in other districts, and it involves a considerable waste of public money. Excellent buildings are erected, but as even minor repairs are neglected, the value of these buildings regarded as property deteriorates in a few years to a very serious extent. I consider that a simple remedy would be found by the introduction of a rule, reserving a fixed proportion of each grant to be invested, the interest thus accruing to be applied to the repair and preservation of the building. The initial expenditure of money would be greater, but this increase would be more than compensated for by the absence of the very serious deterioration that commences in the schoolhouses almost as soon as they are completed by the contractors.

School-houses, comfort and heating.

As the schools vested in the Commissioners are in a great majority in the district, the houses are generally comfortable buildings, and as turf is easily procurable at a cheap rate, no difficulty is experienced in keeping them properly warmed. Sanitation and ventilation are, as a rule, suitably attended to. The greater number of the schools are well furnished, but in several cases I have found the supply of requisites for sale to the children unsatisfactory. The teachers are not altogether to blame for this defect. The parents of the children attending are often in poor circumstances, and thus they can scarcely afford to buy the necessary books. An impression prevails also in many quarters that since the abolition of school fees no charge should be made for such requisites. The result is that teachers at their own expense have often to supply text books to the children. The tendency, therefore, is to keep the supply as low as possible and not to distribute them unless in cases of absolute necessity. As noticed in a previous report, the amount of pecuniary assistance afforded by the richer members of the community is inconsiderable, and in consequence practically the whole loss must be borne by the teachers.

Reports on the State of Education.

Mr. E. S. Cromie, B.A., District Inspector.

Schools—condition as to order and discipline.

I am glad to be able to state that while order and discipline are by no means perfect throughout the district, a gratifying improvement is being effected. Such mechanical details as the distribution of copy books, writing materials, and slates are much more expeditiously performed, the pupils enter and leave the schoolrooms in an orderly manner, and are made to recognise that there is a time for work as well as a time for play. Conversation is not indulged in when, for instance, the children are engaged at their written work, which they attend to more earnestly and more successfully than was formerly the case. The consequence is that while the children are happy and cheerful when in school, valuable time is saved and better work is done. As showing the high moral standard aimed at by the teachers, there is another point to which I desire to direct marked attention, viz., in the last two years when conducting the results examinations I rarely suffered any annoyance from attempts on the children's part to prompt or copy when engaged at their written exercises. As well as in smaller schools, this satisfactory feature was observable in those largely attended, where the limited desk accommodation would have rendered such procedure comparatively easy.

Character of past year

In several respects the past year was an unfavourable one to the teachers. The summer was wet, and the attendance of pupils irregular in consequence. Again, in the latter half of the year a severe epidemic of measles was prevalent in the Island of Valentia and over a considerable portion of the western seaboard of the district. Not only were the children in many cases incapacitated by illness from attending, but those who were in good health remained from school, as they were afraid of running risks from infection. For some weeks—months in several cases—several schools were closed, and in others the attendance fell far below the normal average.

Abolition of school fees.

For reasons to which I have adverted in my previous reports, the attendance of pupils has not been modified to any considerable extent by the abolition of school fees. In fact, it has been stated to me by teachers of experience and men not inclined to speak disparagingly of those with whom they have to deal, that if anything, the attendance has been rather more irregular since the abolition of the fees. Formerly, when the parents were obliged to pay for the education of their children, they valued it more, and were disposed to utilize to the full all the advantages to be derived from it. Now some of the more ignorant look askance on what is to be had for nothing, and will put themselves to no inconvenience to send their children to school. For my own part I consider that this feeling will soon pass away, and that as education advances, and illiteracy with its concomitant ignorance disappears, all will grasp the importance of seeing their children properly taught and fitted to take their part in the struggle of life.

Testing the proficiency of all pupils.

With reference to the question of bringing all pupils under a searching test of proficiency, my opinion is the same as expressed in my last report, that is, I would divide the annual inspection into two parts. One examination would be held as at present, that is to say, formal notice should be given to the teachers, and all the pupils qualified by their attendances should be present. For the most part the pupils should be examined individually, although payment of results fees should be made according to the answering, considered as a whole, to obviate the necessity of depriving teachers of fees in cases of exceptionally dull pupils. But in addition to this examination there should be an inspection of the school held on a day not notified beforehand. At this inspection the general arrangements of the school, the teacher's methods of instruction, questions of order and discipline should be considered, a report should be furnished by the inspector, and on this report a portion of the results grant should depend. Under the present arrangements too little attention is given to this general aspect of the teacher's work, and too much to the answering of the pupils on the set day. At the same time the formal examination is necessary for the teacher's sake as well as for the children's. It is a stimulus to work, and teachers are able to ensure more earnest attention from the pupils. Some over-pressure may perhaps occur before the examination, but this only in an ill-regulated school. It was very noticeable in the best schools of the district that the work was nearly uniform throughout the year, but even in such schools the teachers were glad of the prospect of an exhaustive examination, as it enabled both themselves and their pupils to throw additional life and energy into their duties. No matter how effective a teacher may be, there is a danger of his efforts not being properly seconded by his pupils when no tangible incentive is offered to the latter. Interest in their daily routine is invaluable, and indeed absolutely necessary, but some goal in addition to the abstract one of self-improvement is required. Human nature is defective, and although a boy may feel intense interest in his studies, he also loves a game of cricket or football, and the best teacher in the world will require some extraneous assistance in convincing him that the latter should not engross too much of his time and energy. For every reason, therefore, my opinion is that the formal examination is necessary, but that the teacher's credit and emoluments should not depend entirely upon it.

Annual examinations required.

Advantages of proposed plan.

By the arrangements advocated above the necessity of specially examining all pupils would be obviated. The instruction of pupils attending irregularly could be inquired into during the progress of the incidental inspection. From my own experience I should say that cases where pupils not eligible for attending the results examinations are neglected by the teachers are extremely rare, and so very exceptional that there is no necessity for adopting special means to check the irregularity.

The special advancement of the more intelligent pupils.

With regard to the practicability of providing means for facilitating the special advancement of the more intelligent pupils, I believe that such means should be introduced with the greatest caution. It is objected to the National system that a great deal of valuable time must be devoted to backward pupils, but is this an evil? If it is, it is a less serious one than the utter neglect such children suffer from in schools where everything depends on the success or non-success of their more gifted companions.

Objection to results system.

One objection, indeed, to the results system is that it forces on children at too rapid a rate, that the over-pressure thus produced debars teachers from dwelling on aspects of education important in themselves, but which must be overlooked if the requirements of the Board's programme are to be adhered to in all cases. If this is admitted the injury to the ordinary pupils would be seriously aggravated if special provision were made for the highly intelligent. As matters stand at present the latter are sufficiently well provided for. They are generally able to take care of themselves and force themselves to the front. It is the average boy or the boy of less than average ability that requires the zealous care and assistance from those engaged in or interested in educational work.

Reports on the State of Education.

Mr. E. S. Cromie, B.A., District Inspector.

General proficiency.

With reference to the proficiency of the pupils of the district in the different subjects of the programme, the recent regulations issued with regard to reading have been attended with a beneficial effect. Under these regulations the children must read with intelligence, and be able to explain the meaning of the words and phrases occurring in their lessons. As the pass mark is partly determined by these considerations, a very marked improvement has been effected in a comparatively short time. So great is the improvement that it is to be hoped that in the near future reading may not be as it has been in the past, the most unskilfully taught of all the subjects of the programme. To accentuate the good work, it would be well if the acquirement of a pleasing style of reading were made more a point of when teachers are attending the training colleges. It is a commonplace in books on methods that reading is learnt by imitation. It does not therefore require the exercise of any deep reasoning powers to perceive that if the model is not good the imitation must be defective also. It is just in this respect that a great many of the teachers are handicapped at present. They never had an opportunity of becoming good readers themselves. As I reported before, their own style is bad, so that with the most earnest desire to encourage proficiency in this branch they fail to do so to a satisfactory extent.

Reading.

Recitation of poetry.

One method of promoting refinement amongst the children I have endeavoured to encourage, viz., the recitation of poetry in a careful and tasteful manner. I at first found that in this respect pleasing results were not aimed at by the majority of the teachers.

Writing.

Improvement has been effected in writing within the last two years. I noticed formerly that many teachers, including several highly efficient in other respects, were quite satisfied when they supplied the children with copy-books, pens, and ink, and set them to write. They did not grasp the idea that writing requires to *be taught*, and that there is scarcely any subject in which careful supervision is so requisite. The result was that, although the great majority of the children could write sufficiently well to obtain a mere pass in the branch, excellence in penmanship was quite exceptional. A great deal still requires to be done, and I believe will be done, to secure general excellence, but I am convinced that the teachers, as a rule, have recognised the necessity of a more careful supervision of the pupils when they are actually writing.

Arithmetic.

Arithmetic, as a rule, is well taught throughout the district. I occasionally observed a tendency to use test cards to too great an extent, but on the whole intelligent principles prevail. The blackboard is brought into requisition, and an effort made to see that the pupils really understand the groundwork of the operations, and that they perceive that to set about the working of a question in a rational manner is better than the mere solving of it, when the underlying principles are involved in obscurity.

Drawing.

In a considerable number of schools drawing is taught with varying success. Some time ago I directed the attention of the teachers to the desirability of using charts, or of drawing patterns on the blackboard for the pupils to imitate. A better training for the eye and judgment has resulted, and the pupils are less tempted to use mechanical aids than when they merely copied on the same scale the patterns before them in their copy-books.

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Reports on the State of Education.

Mr. R. W. Hughes, M.A., District Inspector.

Bantry.

There are now 197 classed teachers employed in this district. Their classification is as follows :—

—	First.	Second.	Third.
In 1897, . . .	43	87	67
In 1895, . . .	40	83	66

From these numbers it will be seen that there is a slight improvement in the educational status of the teachers, but a much greater effort might be made by the younger members of the staff to raise their standing in this way. It is always a sign of progress when teachers are striving to enter the higher classes, as the added study widens their own views and must ultimately re-act on the schools in their charge.

Promotion for highly efficient service.

The very desirable revision of the rules by which higher classification may be gained by highly efficient school keeping came into operation last year. I hoped several of the successful teachers in this district would have been rewarded in this way for long and excellent service, but only one succeeded in reaching the very high standard demanded by the Commissioners. Of course the standard ought to be a high one for first division of first class, but if so, something ought to be done to equalize the work necessary to gain this class, as the younger men find it much easier to read the course and gain the percentage of answering necessary, than the older men to gain seven years' almost faultless reports. The result of this first year's working of the new rule has produced a feeling of deep discouragement among those teachers who confidently hoped to gain in this way a step in their classification.

Work-mistresses.

In addition to the classed teachers there are eighteen workmistresses. These are employed in mixed schools under a master in which the attendance does not admit the appointment of a female assistant. These workmistresses form a useful addition to the staff, and their services are very highly valued in the remote and isolated schools in which they usually work. The remuneration they receive appears to me to be inadequate to the time they are employed and the value of their services.

Monitors

There are now seventy-four monitors in the schools of the district. They are as a rule carefully and conscientiously taught by the teachers under whom they are appointed, as is evinced by their answering at their annual examination. Three of the monitors of the Kerry portion of this district obtained Reid Prizes at the examination of 1897, one fifth year candidate reaching the very high standard of 94 per cent., and thereby gaining first place and a prize of £25. Is is a question whether the monitors receive as careful training in the art of teaching as they might. The change recently made, by which monitors of fifth year who are examined for classification have marks assigned for skill in teaching, will effect a needed reform in this matter.

Employment for Ex Monitors.

It is still a difficult question how to find employment for these monitors when their five years' course of training is successfully completed, as their number is far in excess of the demand for them. They have been, however, very fortunate in this district during the past year, eight of them having been appointed as teachers in schools in their own parishes, and eight or ten others having obtained employment as teachers either in this country or in England.

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Reports on the State of Education.

Mr. R. W. Hughes, M.A., District Inspector.

Bantry.

Examination of all pupils.

The question of how, first, to provide that every child in the school should be examined, and not merely those who made 100 attendances within the year; and, secondly, that the more intelligent children should not be compelled to keep pace with the slower all through their school life, is a very difficult one in existing circumstances. When a pupil who has been in attendance more or less regularly is prevented by some adverse cause from making the required number of days, he cannot, as the rules stand now, be examined, but must be retained for another year in that class, or the teacher will forfeit the result fee for that class. This means, if the boy is at all intelligent, a serious waste of school time, for he may know the programme well enough to pass. It is, besides, a source of discouragement to him, in that he cannot be examined with his class-fellows. The only remedy seems to be to abolish payment for individual passes, to examine every boy, and to pay a merit or average attendance fee for the class. The time limit of 100 days and the other information furnished respecting each pupil at present might be retained for the inspector's information, and a check on idle or incompetent teachers. One who really knows his work, and has the reputation of his school at heart, will not present a boy in a class for which he is not fitted, as a few pupils too highly enrolled would inevitably lower the standard and reduce the fee.

Advancement of the more intelligent pupils.

The evil of promoting clever and stupid children at the same rate from year to year, and by so doing reducing the school to a dead level of mediocrity, could be met by the same remedy of a merit fee. Leave the option of promotion in the hands of the teacher. If he is worth anything he will use his power judiciously, especially if he does not forfeit fees by so doing, as he must under the present system. He ought to know the boys who in the junior classes can do the work of two years in one quite easily, and he knows only too well those who require two years to learn thoroughly the programme prescribed for the class, and he will enrol his pupils accordingly. A great injustice to clever children in retarding their progress through the school, a still greater injury to the slow children by cramming them with undigested facts so that they may pass the results examination, and an endless source of worry to the teacher, will be got rid of by thus paying a merit or average attendance fee. A limit should also be set to the number of times a child may be presented in the infant class, so that the years often wasted in reading and re-reading the same short lesson may be spent in the higher classes, where the teacher has liberty to keep the children, if need be, for two years. Third and fourth classes are often difficult stages of the course for young children, fourth class often differentiating the more intelligent from the slower pupils.

Reading.

I am sorry to say the proficiency in Reading has not made any material progress since the period of my former report. There is, as a general rule, verbal accuracy and attention to pauses, but there is also the usual sad lack of spirit and intelligence. In only few schools does reading rise above this mechanical standard. The rule by which the meaning of words and phrases is included in the pass mark will certainly do good in this respect, but should in the near future be widened in the higher classes, so as to include a knowledge of the subject matter. However, teachers must now give some time and attention to making their pupils understand the language they read, and even a small amount of comprehension must soon produce an appreciable result for the better in the present style of reading. The new reading books have not yet

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Bantry.

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Reports on the State of Education.

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found their way into any of the schools I have examined for results. In this out of the way part of the country new books and methods make but slow headway in the educational world. Many of the teachers have these readers under consideration, and I feel sure their adoption will soon have a good influence on the style of reading, as the language, in the earlier books especially, is much simpler, and the subject matter appeals more to children than that of the series at present in use.

Repetition of poetry. The repetition of poetry has the same faults as the reading, and will, I hope, improve as the old mechanical system of reading disappears.

Writing. The subject of Writing reaches a fairly high standard in the district, the penmanship being better in the junior classes than in the senior, owing to the practice of discontinuing writing from headlines in the latter and also to lax supervision of the written exercises. I am glad to say there is some improvement in the letter-writing. The pupils seem to write with greater ease, have a little more facility in expressing their ideas, and the form is almost always correct. All this is due to continued practice, and whenever teachers give time and trouble the letters are usually very creditable indeed.

Arithmetic. This branch receives all the attention necessary to secure a high percentage of passes at the results examination, that is to say, the pupils are able to work a number of examples accurately according to rule. The neglect, however, of instruction in theory still prevails, any question set in this part of the subject not being attempted at all at the results examination. That this style of teaching arithmetic is in some measure injurious to the pupils cannot be denied. One evil is that arithmetic learned in this way is very easily forgotten, as it depends almost entirely on the memory and not on the understanding. The greater evil of leaving untrained the intelligence which this subject, rightly handled, is so well calculated to develop, is felt throughout all the school life.

Mental Arithmetic. Systematic teaching of mental arithmetic is rarely attempted even in the best schools. I am afraid this will continue as long as it is not recognised in the scale of results fees. The subject requires time and thought on the part of the teachers, and they say they have not time to devote to it under existing conditions. Long tots also receive but scanty attention. In the majority of schools the pupils are slow and inaccurate at this exercise.

Spelling. Spelling is well taught. It is rare to find a class weak in this subject, due perhaps to the time given to phrase spelling and transcription in the junior classes. Strange to say, mistakes in spelling occur oftener in the simpler words than in the more difficult. It is in the letters, however, that the more glaring errors of this sort are found, the simplest words of everyday use often appearing misspelled.

Grammar. Grammar is now, as always, the worst taught subject in the district and will remain so until reading is more intelligent and the subject matter of the lessons is better understood by the pupils. This failure to understand a sentence is one great cause of the general breakdown here. The second cause is, however, a deeper one. Grammar is an intellectual subject, and its successful treatment presupposes a certain amount of brain power both in teachers and taught. This is not always to be had. Hence I should recommend that this subject be left optional. In the hands of a talented teacher who would be sure to choose grammar for its educational value, its study would become a pleasant and a very profitable one, and unless in such hands it is better left untouched,

Reports on the State of Education.

Mr. R. W. Hughes, M.A., District Inspector.

Bantry.

Geography.

Geography is a favourite subject with pupils and teachers, at least in the junior classes, and is therefore fairly well known in all except sixth. The course is so extensive it cannot be pressed into the short time for this subject at the disposal of the teacher. The sixth class course is only well known where the teacher succeeds in having home lessons well prepared by his pupils. Knowledge of maps is also fairly good, but I should like to see blank maps more often in use than they are at present, as this study gives an accurate knowledge of locality. I find the sub-heads in geography are often neglected, leaving the subject purely rote and memory work.

Agriculture

Agriculture receives a good deal of attention from the teachers, and the general proficiency in it is fair. The subject is taught in all the boys' schools, in mixed schools under a master, and in a few girls' schools. The theoretical knowledge obtained has not much influence on the pupils in after life, as in this part of the country the conditions supposed in the text-book do not exist. Many of the so-called farms are mere patches reclaimed from the mountain, and their cultivation admits of but few of the operations described. However, the knowledge may prove useful in other countries to which many of these pupils emigrate. The revised text-book meets the wishes of the majority of the teachers in being simpler in style, and its use may give a clearer comprehension of the theory of agriculture.

School gardens.

School gardens, of which there are two, are the most useful method of teaching the practice of agriculture in this district, as the portions under cultivation are small, and so correspond to the farms the pupils are acquainted with. In these the children learn practically how to raise the ordinary kitchen vegetables, how to grow small fruit, and also are taught something of the cultivation of flowers. I am sorry more interest is not taken in the latter. I have endeavoured to induce the teachers to beautify their school premises by the planting of shrubs and the growing of flowers, and by this example to give the children an interest in them that might result in an effort on their part to improve the appearance of their own homes. I cannot say much success has attended my representations in this direction.

School farms.

There are school farms in connexion with the Glanmore and Lansdowne schools. These farms are reported on by the Agricultural Superintendent.

Needlework.

Needlework is considered an important subject, and receives its due share of school time from the teachers. When the utter lack of home training in the art is considered, a laudable degree of success attends their efforts. Plain needlework is good on the whole, and in a few schools it reaches a high standard of excellence. Buttonholing, darning, and cutting-out are the weak points. Buttonholing requires long and constant practice to ensure even fair proficiency. Darning is usually done very badly. This most useful art does not seem to be well known even by the teachers, the methods they adopt being often faulty. Cutting-out (by system) is only found in a few schools besides the Convents; the work is usually done in a hap-hazard fashion, and is of course unsatisfactory.

The alternative scheme.

The Alternative Scheme for sixth class girls has not made any progress since the period of my last report, several schools having obtained exemption in the interval.

An Industrial Department has been lately established in Castletown-Bere Convent school. It has, unfortunately, not received much support from extern pupils.

Advanced dressmaking and sewing machine is taken up by a gradually

Reports on the State of Education.

Mr. R. W. Hughes, M.A., District Inspector.

Bantry.

decreasing number of girls' schools, but is far from being as successful as its importance would make desirable. I still think some way should be devised to teach a simple system of dress-cutting to the teachers themselves, who are as a rule ignorant of it, and who cannot obtain instruction here. An itinerant teacher seems the only feasible plan to meet the want.

Kindergarten. Kindergarten is not taught in any of the three infant schools under my care, but it is practised in the infant departments of the Convent schools.

Vocal music. Vocal music has been introduced into one ordinary National school, and this, with the three in connexion with the Convents, are the only schools in the district where singing is practised. In two of the Convents the Tonic Sol-fa system is adopted, in the other, Hullah.

Drawing. The number of schools in which drawing is taught has not increased materially. In some of these the specimens executed reach a very high standard of excellence. Drawing from charts has lately become more common. This is a step in the right direction, as it can scarcely be called freehand drawing when the copy is within reach of the pupils for measuring purposes.

Book-keeping. Book-keeping as an optional subject is taken up in some of the schools, but, with a few exceptions, it is a distinct failure, as the teachers keep up the subject only in the fifth classes. In these the fees are comparatively easily earned, but when the difficulties of the sixth class course are to be faced the subject is dropped, and hence as a commercial study it is utterly useless.

Other Extras. Algebra, geometry and mensuration, physical geography, girls' reading book and domestic economy, are the other extras to be found. Of these algebra is almost the only one that is well taught. The geometry itself is generally fair, but the mensuration in connexion with it is often poor. The other extras receive very superficial treatment, and are almost valueless educationally.

I have, in conclusion, to acknowledge the great interest taken by the managers in the schools under their charge, and to thank them for their invariable courtesy to me.

I am, Gentlemen,
Your obedient servant,
R. W. Hughes.

To
The Secretaries.

Mr. E. Young, M.A., District Inspector.

Mr. E. Young, M.A., District Inspector.

Dunmanway.

Dunmanway, January, 1898.

Gentlemen,—In accordance with your instructions I beg to submit the following General Report on the state of education in this district, of which I have had charge since October, 1895.

The district. The extent of the district remains unaltered since the last general report was made by my predecessor. The population is mainly occupied in agricultural pursuits, though the district includes four important town centres, namely, Dunmanway, Skibbereen, Clonakilty, and Rosscarbery. In Skibbereen and Clonakilty the compulsory clauses of the Education Act of 1892 are in force. There are regularly appointed school committees and school attendance officers in these towns. The attendance has been beneficially affected, but not to any great extent, by the work of these committees.

The schools. The number of schools in operation in the district is now 120, which include (besides the Dunmanway Model School) four Convent schools, one Monastery school, in charge of the De La Salle Christian Brothers

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Reports on the State of Education.

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Dunmanway.

three Poor Law Union, and two Industrial schools. One of these, a very important school, the Baltimore Fishery School, has quite recently been taken into connection by the Board.

Three schools have become inoperative within the past two years, namely—Ardagh Female No. 1, and Ardagh Female No. 2, which have been superseded by the Rosscarbery Convent (to which I shall have occasion to refer again), and Kilronan, a small school closed by the manager on account of the falling away of the attendance. Coppeon male school, which was for some time inoperative, has been again taken into connection.

The school buildings.

The school buildings throughout the district may, with three or four exceptions, be pronounced good. Many of them are kept with great taste both as regards the buildings and the grounds, notably the Union Hall, Ardfield, and Castletownsend schools. On the other hand, I regret to say, that some buildings of comparatively recent date are through the neglect of small repairs, constantly allowed to fall into such a condition as necessitates a considerable expenditure, to meet which the manager has not always a fund available. The schools vested in the Commissioners are of course inspected at regular intervals by the officer of the Board of Works.

New schools.

Three important new schools have been erected within the last two years. These are—St. Patrick's Monastery in Dunmanway (a commodious building which supersedes the temporary school-house which did duty previous to January, 1897), Cape Clear male and female schools, which supersede the old schools, which for some time past found shelter in the buildings attached to a disused light-house, and lastly Rosscarbery Convent schools. The latter buildings deserve more than a passing mention. Beautifully situated, overlooking the sea, they contain spacious and well-designed rooms, fitted with furniture of the most modern type, and warmed throughout by hot water pipes. Attached to the convent there are at present in process of construction a dairy, laundry, and kitchen exclusively for the use of the pupils.

Application has been made by the manager of Lough Ine and Creagh schools for grants to build new schools. The same manager has also built a residence at Lough Ine for the teacher of the male school. At Reengaroga Island, Kilcoleman, Cnox, and Connagh the school accommodation is not adequate.

Speaking generally, the district is well provided with schools and children have rarely an excessive distance to walk.

Planting of flowers, shrubs, &c.

Before leaving the subject of school buildings, I have to refer briefly to the effect on the keeping of school grounds and premises, of the circular issued by the Commissioners, in which the planting of flowers, shrubs, creeping plants, &c., was urged on the teachers; and by which the privilege was given of devoting portion of the playground to flower culture. I am sorry to say that the circular has had practically no effect. I have frequently spoken to teachers on the subject, but in only two or three cases has an effort been made to carry out the wishes of the Commissioners. In one instance, a teacher has laid out part of a large playground to illustrate the cultivation of the less commonly known vegetables mentioned in the Agricultural text-book, but the prevailing notion of "gardening," where anything of the kind is attempted, is to set a few ridges of potatoes, &c., in part of the playground—for utilitarian rather than educational purposes.

School farms and gardens.

There are two school farms in the district, Cloonkeen and St. Edmund's, containing respectively twenty-seven, and five and a-half acres. There are school gardens in connection with two convents Ross-

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Reports on the State of Education.

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carbery and Skibbereen. Both of these have been recently recognised by the Board. They are doing useful work, and are proving very attractive to the pupils.

The teachers of the district are classified as follows:—

I^1.—24
I^2.—26
II. —76
III. —36

The teachers.

It will thus be seen that the general classification is high. With rare exceptions their duties are discharged with zeal and efficiency, and I am glad to be able to testify to the high sense of duty and honour by which the teachers of the district, as a body, are actuated.

Organisation and discipline.

With regard to the organisation and discipline of the schools, there undoubtedly remains much to be done. As the number of trained teachers increases, an improvement can hardly fail to be effected. Indeed it is in improved methods and organisation that the effect of a course of training is chiefly shown. At the same time it must be said that there are some schools in charge of teachers who have not gone through a course of training, which are models of good organisation and discipline. Such, for instance, is the Ardfield male school taught by Mr. Madden, to whom the Carlisle and Blake premium was awarded (not for the first time) in 1897.

School accounts.

Throughout the district the accounts are faithfully, and, generally, neatly kept. Instances of falsification are very rare.

Attendance of pupils.

The attendance of pupils in proportion to the number on rolls is very good. This is due not alone to the exertions of managers and teachers, but also to the general desire of the parents (even in the poorest circumstances) to have their children educated. Of course at certain seasons of the year even the young children cannot be spared from the farm work, and so in rural districts the attendance periodically rises and falls.

Epidemics.

During the last two years the district has been hardly ever free from epidemics, principally of measles and scarlatina, which have seriously affected the attendance at the schools. While speaking of the health of the children I may mention that in many instances sufficient care is not taken to secure proper heating and ventilation in the schoolrooms. I have frequently visited schools on cold, wet days, and found the pupils seated or standing in drenched garments; the temperature of the room being maintained by the simple device of tightly closing all the windows. In the new convent school at Rosscarbery an admirable plan has been adopted. The school is heated throughout by hot water pipes, and the pegs for hanging cloaks, shawls, &c., are arranged in a porch or lobby, directly over the heating apparatus. Thus, though soaked, perhaps, with rain in the morning, they are warm and dry at the end of the school day.

School hours sometimes too long.

Excessive school hours cannot but have an injurious effect on the health of young children. Teachers are sometimes thoughtless in this matter, especially as the time for the Results examinations approaches. I know of some instances in which children have been kept in school as late as six o'clock for some weeks before the examination. Again, the overburdening of a school with extra subjects is not an uncommon fault in schools in this district, and sometimes gives rise to an undue lengthening of the school hours.

On the Results' System in general and the application of individual tests in all subjects I shall not dwell here, as I have already expressed

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my views in a report recently published. I pass on to the proficiency of the schools in the various branches of the programme as it now stands.

Mr. E Young, M.A., District Inspector, Dunmanway.

Reading.

As a rule, sufficient care is not taken to secure distinct articulation, rarely is an attempt made to cultivate style. The great fault appears to me to be that the teachers do not themselves practise reading aloud, so as to give the pupils a model to imitate.

I am glad to say that since the explanation of words and phrases has been made essential to the pass mark, much more attention than formerly has been devoted to this important branch. The new Readers sanctioned by the Board, though not generally adopted, have found their way into a good many of the schools.

Writing.

Penmanship is, as a rule, fairly well taught. The selection of head-line copies on the Board's list is now so extensive that there is nothing like uniformity of style through the district. In fact the "*embarras de richesses*" in this matter has led many teachers to make experiments; varying the series selected from time to time, with, of course, bad results on the style of writing in the school.

Letter writing.

In Letter-writing I think there is an improvement. I frequently urge teachers to keep separate exercise-books for each pupil's letters, leaving a blank page after each letter on which it may be re-written after correction. This correction, however, is not always so carefully done as it should be.

Arithmetic.

This subject receives even more than its due share of attention. A teacher regards a failure in Arithmetic as a far more serious matter than a failure in any other branch, consequently the proficiency in this subject is very good.

Spelling is almost always good in the junior classes. The spelling from dictation in the senior classes is also good, though strange to say, it frequently happens that a pupil who will write without a mistake a difficult passage from the Fifth or Sixth Book, will in his letter and other written exercises misspell the simplest words

Grammar.

In this subject too much attention is paid to mechanical parsing, which is often done with surprising accuracy by pupils who cannot put together two sentences in correct grammatical form. More attention should be paid to analysis and the logical structure of sentences.

Geography.

As a rule, map-pointing is good, but teachers rarely attempt to impart any interest to a lesson in Geography by describing the physical features, natural productions, character of the inhabitants, &c., of the country with which they may be dealing. Blank maps are in use throughout the district.

Agriculture.

This subject is too often, I may say generally, treated as a mere memory lesson. As a rule, teachers do not explain in simple language the technical terms which necessarily occur with such frequency in any text-book on the subject. Seldom, indeed; except in the case of school farms or gardens; is any practical instruction given in the subject. This is the more to be wondered at, as many of the teachers of the district are themselves practical farmers. At the same time I believe that, with intelligent explanation, a knowledge of the theory of the various agricultural operations cannot fail to have a good effect on the general style of farming throughout the country. The new text-book in Agriculture is now in general use in the schools, and is a decided improvement on its predecessor. With regard to the less known vegetables and flowers mentioned in the work, I have often wished that a cheap set of coloured plates to illustrate the text were available for suspension in the schools.

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Mr. E. Young, M.A., District Inspector, Dunmanway.

This subject is taught in seventeen schools, besides the four Convent schools. As a rule, where the subject is taken up, a very fair proficiency in freehand drawing is attained. In Dunmanway and Clonakilty Convents there are classes in connection with the South Kensington Department, which have proved most successful. Excellent work in this branch is also done in both departments of the Model school.

Extra branches: Drawing. Singing.

Excluding the Convent schools, this subject is taught in only eleven schools in the district. Wherever the Tonic-Solfa system has been introduced rapid progress has been made. Hullah's system is still followed in four schools. It is to be hoped that as the training of teachers becomes more general, certificates to teach this important branch will become more common, and the subject more generally taken up.

Algebra, Geometry, and Mensuration.

These branches are generally taken up in boys' schools where the teacher is highly classed, and, as a rule, are successfully taught.

Irish.

Within the last few years a great interest has been taken in the study of Irish (which is by no means a dead language in many parts of this district). Irish classes for adults have been organized in Dunmanway and other centres. It is at present taught in six schools in the district, and I expect that very shortly the subject will be taken up in at least three other important schools.

Other extra branches which are taught with varying success are—Physical Geography, Sewing Machine and Dress-making, Hygiene, Domestic Economy, Instrumental Music, Latin (in one school only), and some technical branches, to which I shall presently refer. Typewriting is taught in two schools in Dunmanway, but as yet no pupils have been presented for examination in the subject.

Technical instruction: Kindergarten.

Kindergarten, which is the base of all educational technical work, is, I am sorry to say, unknown in the district outside the Convent schools. The rule, which requires that there must be a distinct infant department to entitle teachers to a fee, accounts for this fact.

There are many schools having large infant classes, which would derive great benefit from a modified scheme, which would give some encouragement to the introduction of a few at least of Frœbel's gifts and games. There are, in Skibbereen and Clonakilty, male infant schools in charge of female teachers, into which the Kindergarten system ought certainly to be introduced. Before leaving this subject I cannot refrain from making special reference to the Kindergarten department in Clonakilty Convent. To visit this department at any time is a real pleasure. It is excellently organized, and a model of what an infant school should be.

Weaving.

For some years past the weaving industry has been carried on very successfully in connection with the Skibbereen Convent. A skilled weaver—paid by the Commissioners—is employed, and pupils of the senior classes in the school receive instruction. Linen of all kinds, flannels, and serges, are manufactured, and find a ready sale, and large contracts for towelling, dress-material, &c., for public institutions have been successfully undertaken.

Since the building of the new convent schools at Rosscarbery the weaving industry has been introduced there also. There are now eleven looms with warping mill, wheels, &c., at work. The skilled weaver employed at Rosscarbery is not as yet paid by the Commissioners.

Wool-spinning.

This is a cottage industry which, although dying out, still survives to some extent in the district. Hand-wheels are to be found in a considerable number of the farmers' houses, but the task of using them devolves on the old people, mothers or grandmothers.

To teach the younger girls how to use the wheel, and thus, if possible revive the industry, the branch has been recently introduced into Skibbereen Convent. It has proved a great attraction to the senior pupils, who are all eager to learn. The wool, when spun, is woven into a rough flannel on one of the convent looms.

Net-mending.

This branch is taught in only one school in the district, viz.—Roengaroga Island. The senior girls readily acquire facility both in the making and mending of nets, but in practice the mending is, as a rule, done by the fishermen themselves.

Industrial programme (Sixth Class girls.)

Compared with most districts in Ireland, the proportion of pupils enrolled in Sixth Class is very high in this district (about one-tenth of the total number qualified for examination). The choice, therefore, between the ordinary programme and the Alternative Scheme is a very important matter. The number of schools which have not sought exemption from the Industrial Scheme is gradually becoming less, and though in some half-dozen schools it is still followed with remarkable success, the general effect of its continuance in its present form appears to be to deter girls from attending school when once they have "passed" in second stage of fifth class. This comparative failure of a scheme which embodied so many useful and practical ideas is much to be regretted, but in common with many other Inspectors, I look forward with hope to a time when a *via media* will be found between the ultra-literary course of the old programme and the purely practical course of the Industrial Scheme. If, in addition to the ordinary instruction in needlework, instruction were also given in *one* useful industrial subject, and a limited but definite programme of literary work, I think that managers, teachers, and inspectors would be fully satisfied, and the scheme might be fairly made compulsory.

Industrial departments.

There are now Industrial Departments attached to the four convent schools, those of Rosscarbery and Dunmanway having been recently organised. There are successful cookery classes in three of the Convents.

School libraries.

An excellent school library has been formed in Clonakilty No. 1 Male School. The sanction of the Board was obtained in 1896. The library now consists of over 300 volumes of carefully selected works (including useful works of reference), purchased at intervals from the weekly subscriptions of the pupils. The work of cataloguing and recording the loan and return of books is entrusted to two of the senior pupils, under the direction of the principal teacher, Mr. Crowley, to whom great credit is due for the success of the undertaking. I hope to see an equally successful effort made to establish a school library in connection with some of the larger schools of the district.

Management.

With two exceptions, the managers of schools in this district are clergymen, Catholic and Protestant. In no instance are their duties regarded as merely formal. In maintaining the attendance and looking after the interests both of pupils and teachers, their services in the cause of education are invaluable. Almost always the managers attend and watch with interest the progress of the Results examination thereby getting a clearer idea of the state of proficiency of the school, than any written marking paper could convey.

Conclusion.

In conclusion, I beg to take this opportunity of returning to the managers of this district my sincere thanks for their great kindness to myself personally, and for the cordial assistance which they have invariably given me in the discharge of my official duties.

I am, Gentlemen,
Your obedient servant,
EDMUND YOUNG.

The Secretaries,
Education Office.

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Mr. Carroll, M.R.I.A., Agricultural Superintendent.

Albert Farm,
Glasnevin.

Gentlemen.—I beg to submit my report upon the Agricultural Department for 1897.

Progress in agricultural instruction.

I. The progress of the department in its various branches has been satisfactory. I have pleasure in reporting that very useful work has been accomplished during the year, and that arrangements have been made by which the work of the Agricultural Department of the Commissioners will, in future years, prove still more serviceable than in the the past, to the material interests of the agricultural classes in Ireland.

The new text-book.

In my report of last year I stated that the text-book on agriculture had been revised and adopted for use in National schools where agriculture was taught. As might be expected, considerable criticism was accorded the revised book. Comments, some adverse, and others favourable as to its suitability for young people reached me. On the whole, I consider that the book has been well received, and that when teachers become thoroughly acquainted with its subject matter, they will find that the course of instruction which it requires is sufficiently easy. Pupils will obtain a more intelligent knowledge of the subject, and the examinations to test the knowledge of the pupils therein will have increased interest for those who conduct them. This result may be anticipated from the introduction of more scientific matter of thoroughly practical import, and the elimination of portions of the book which were of more purely technical character, and often related to local rather than general practices.

In order that any text-book may be of lasting benefit to the pupils, it must be taught by the living voice, and with the awakening influences of the teacher explaining and illustrating the matter of the book. Mere paraphrasing or catechetical questioning is not the method of teaching that should be encouraged in regard to agriculture, which, perhaps, more than any other of the school subjects, invites exposition and object lessons.

Attendance of teachers at Model Farm.

II. The attendances of teachers of National schools at the Special Agricultural Sessions provided for them at the Albert Institution have been satisfactory. I have suggested for the consideration of the Commissioners a project whereby the usefulness of these sessions may be increased. This project contemplates systematizing on an improved method the science teaching of those sessions. It is proposed that each of the professors in Agricultural Chemistry, Veterinary Science, Natural History, and Botany, shall deliver short courses of lectures to the school teachers during the Special Agricultural Session. That each course shall be complete in itself, and that suitable text-books shall be available for use, in order that the teachers under instruction may derive the fullest benefit from the instruction thus given. I hope that the science teaching, limited though it must necessarily be, may have the effect of inducing such teachers as come under its influence to continue their studies when they leave the institution. Should they do so, their methods of teaching agriculture in the school will assuredly be improved; and even in the case of adults in their several localities, many will be led by the influence of the teachers to take a more intelligent interest in improved farming than they have hitherto done

National schools with small farms.

III. The agricultural schools have not increased numerically, but I have much pleasure in reporting that there is improvement noticeable in the teaching, both in theory and practice, and in the management of the small farms attached to the schools.

I commend to the notice of the Commissioners the readiness with which the teachers of those schools cooperate with the central establishment in carrying out experiments of interest for the progress of agriculture in Ireland. The elaborate returns of experiments on the potato which will be found in the appendix, testify to the teachers' zeal, especially when it is noted that these experiments at the Agricultural schools are carried on without additional fees to the teachers.

Experiments at agricultural schools.

Culture of the haricot bean.

IV. In addition to experiments upon potato culture the teachers of agricultural schools have undertaken the cultivation of haricot beans with the object of testing the suitability of districts of the country for the growth of this crop. The haricot bean is grown extensively in countries whose economical conditions are similar to those of Ireland. In former reports I have given my opinion that this crop might be readily introduced as an addition to the products of agriculture in Ireland; and also that if the cultivation of the crop were seconded by instruction in preparing it as food, a really substantial improvement in the diet of the peasantry of Ireland would result.

Flax.

V. The teachers of agricultural schools have also grown plots of flax for the purpose of familiarizing their pupils with the character of the product, and with its cultivation, as well as to test the capacity of soils and climates in different districts for the crop.

Reports from the teachers of the agricultural schools.

VI. I desire to notice for the consideration of the Commissioners, the readiness with which teachers of agricultural schools have throughout the year furnished reports upon the treatment and yield of these crops, and the prospects under the conditions of the climate, &c. Circumstances affecting agriculture in the neighbourhood of their respective schools have been recorded in many instances with considerable care. Many of these reports contain matter of much interest to Irish agriculturists, and must have considerable interest for the Agricultural Committee of the Board to which they are presented at its monthly meetings.

School gardens.

VII. The school gardens continue to increase, and I have reason to hope that with increased knowledge of the principles and maxims of gardening and its cognate branches of industry, will gradually develop into an educational branch of considerable importance to the National system.

The encouragement given by the Commissioners to the teaching of cottage gardening to girls has been productive of much interest. Some Convent schools have taken up this branch of industrial instruction, and, moreover, have done so with commendable zeal. I trust that increasing numbers of rural schools for girls will take up a subject that if largely practised by females would be fraught with promise for the social and economic progress of the country.

The Albert Agricultural Institution.

Albert Institution.

VIII. The efficiency of this institution in practical training continues The students of the different classes that attended during the year were most attentive and diligent. Indeed the general success of the establishment contrasts very favourably with any similar institution with which I am acquainted. A difficulty, however, has existed or many years, and is still felt at the Glasnevin establishment owing

Reports on the State of Education.

to the shortness of the period that can be given to each of the various classes that attend the courses of instruction.

Mr. Carroll, M.R.I.A., Agricultural Superintendent. Glasnevin.

The agricultural students' session might, with great advantage, be prolonged from eight months to two years. The session for dairy instruction could also, with benefit to the country, be extended from the present six weeks to six months. Sessions also for National teachers longer than six weeks, if at all practicable, would be a great gain.

That the session courses are now necessarily short, through the paucity of means for training in practical and scientific agriculture in this country, is a subject for regret, inasmuch as students of all classes leave the institution just as they are beginning to take an interest in their work, and when their minds are becoming really receptive of the instruction provided in the institution.

The course of instruction at the Albert Institution has been in character similar to previous sessions.

IX. The professors have arranged for the coming year to supply syllabuses of their courses of lectures for the use of the students. This will be helpful in the studies and will be useful in indicating the courses of reading that should be followed with best advantage. The students are well supplied with books bearing upon the subjects treated in the lectures, and I have much satisfaction in stating that a very large proportion of those who pass through the course of agricultural training derive substantial and lasting benefit from the instruction imparted in the institution.

The attendances during the year were—

(*a.*) Agricultural students	Paying (interns),	25	
	„ (externs),	1	
	Free by competitive examination,	24	
			50
(*b.*) Female Dairy students (resident)	First Session,	60	
	Second Session,	53	
			113
(*c.*) Queen's Scholars. — From Marlborough-street Training College (non-resident at Albert Institution,		120	
From Church of Ireland Training College (non-resident at Albert Institution),		36	
			156
(*d.*) National School Teachers (short course)	First Session,	4	
	Second Session,	11	
	Third Session,	12	
			27
(*e.*) Creamery Managers (short course),			13

X. It is satisfactory to note that in the coming year we shall have at this institution considerable improvements in structural arrangement for more effective teaching and improved hygienic conditions, the Board of Works having undertaken to provide much needed new works, alterations, and appliances.

The Munster Dairy School and Agricultural Institute.

Mr. Carroll, M.R.I.A., Agricultural Superintendent.

XI. Since my last report there has been an uninterrupted period of successful work at this establishment. The school appears to have arrived at a condition when a stereotyped report of successful results might be issued.

Glasnevin.

Munster institution.

The Governors of the institution who are associated with the Commissioners in the management are, however, desirous of still further developing the means of agricultural instruction, and for the same reasons as stated in respect of the Glasnevin establishment, it would be desirable to aid in extending the resources of the Munster Institute.

The congestion at each of the Commissioners' establishments, Glasnevin and Munster, indicates that the period has arrived for developing additional agricultural centres throughout the country. With such an energetic body as the Governors of the Munster Dairy School that cooperates so harmoniously and effectively with the Commissioners, an ancillary agency exists that might be productive, under an extended system, of great results in developing the agricultural resources of the province of Munster.

The number of young men attending the agricultural session from 21st July to 20th December was 19. This is an increase upon the attendances of former years. Five young men who attended this class were admitted by competitive examination to free studentship at the Albert Agricultural Institution, Glasnevin.

The dairy sessions for instruction to young women were attended as follows:—

	Pupils.
First Session from January to March, ...	37
Second „ from March to May, ...	35
Third „ from May to July, ...	36
The Creamery Managers' Session, ...	14
Total Number of Students, ...	122

Dairy Instruction.

XII. The reports of the instructors in this department will be read with interest. Creameries.

The creamery movement in Ireland is growing in importance. The development within recent years has been phenomenal in the history of industrial enterprise in the country.

The instructors for Creameries have given very marked attention to improving the condition of existing creameries and also to advising on the construction of new ones.

In the early period of creamery work the absence of expert advice was much felt, and in consequence of want of experience and training on the part of managers the creamery movement was considerably impeded. Indeed it was marvellous how much was actually accomplished in the way of establishing creameries when the difficulties of their initiation are considered.

At the present time the facilities afforded by the Government for instruction in the establishment of creameries, and the aid granted through visits from the creamery instructors are of national importance.

Besides, in addition to the itinerant instruction in creamery management, there are facilities afforded at the Glasnevin and Munster Dairy Schools for scientific and practical instruction in creamery work. All the apparatus and appliances necessary for instruction are main-

Reports on the State of Education.

Mr. Carroll, M.R.I.A., Agricultural Superintendent.

Glasnevin.

tained at these establishments. One of the very capable experts in creamery dairying attends during the courses to direct the instruction at the Glasnevin and Munster Schools. The persons who are admitted for instruction at these sessions must have had experience in practical creamery work, or have a prospect of gaining practical experience in creameries. The students are subjected to an examination at the conclusion of the courses, which entitles them to "certificates of attendance," and after a six months' period of successful management in any recognised creamery, when reported on by one of the Board's officers, they may be awarded the Creamery Manager's certificate of efficiency.

Whilst there has been considerable improvement in the management of creameries in Ireland, experience of their working shows that there is still room for much improvement. The persistent attention to details apparently small in themselves, which is so very marked in Scandinavian dairying, is in too many cases ignored in Ireland, with the result that there is considerable variation still noticeable in the quality of Irish butter as it is put upon the market. The great aim of Scandinavian dairymen is to produce butter in enormous quantities of uniform character. There is really very little difference between the butter of one dairy and another in Denmark and Sweden. It would be impossible to separate the casks in a consignment of Danish butter and say so many are from one creamery and so many from another. The organization that advises and practically regulates the dairying industry of Denmark and Sweden has succeeded by advice and direction in bringing about such a uniformity in Scandinavian butter that it is now known only as Danish or Swedish butter. In Ireland attempts have been made to secure markets for "brands." Whilst a few may, by making high-class butter and with a "catching" brand, secure a higher price than their neighbours, their prices would increase considerably if the words *Irish butter* meant thoroughly good butter.

Home dairying.

XIII. Whilst creameries have had considerable attention from the Agricultural Department, home dairying has not been forgotten. The two Dairy Instructresses that are engaged have been very busy in giving instruction in districts in which home dairying is still practised.

The work of these instructresses has been on the whole very successful, when the difficulties often encountered, in the way of introducing improvements or even of awakening interest therein, owing to the backward condition of the districts, is considered.

The Governors of the Munster Dairy School and Agricultural Institute have taken a keen interest in the subject of itinerant dairy instruction, and have already been most successful in organizing districts in the province of Munster. It is gratifying to note that the clergy of all denominations have, since the establishment of itinerant instruction, aided considerably in promoting this most useful work.

With regard to further developments in dairy instruction in Ireland, I believe it would be desirable to increase the encouragement of it by an increase in the number of instructresses, and by combining the present system of organization with one similar to that in operation for cookery instruction in National Schools, which is now successfully engrafted on the National School System

I am, Gentlemen,
Your obedient Servant,
THOS. CARROLL.

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Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors, Dublin.

GENERAL REPORT upon the TRAINING COLLEGES.

Dublin, March, 1898.

Number of Training Colleges.

GENTLEMEN,—We have to inform you that during the year 1897 we frequently visited the training colleges, and during the months of May and June we examined all the Queen's Scholars in the Practice of Teaching. In the special report upon each college, attached as appendices to this Report, some details will be found as to the number of students of first and of second years' standing, and also general remarks as to the progress of the Queen's Scholars in acquiring the art of teaching.

It is now fifteen years since it was found necessary to supplement the work done in Marlborough-street by giving grants to denominational colleges. Prior to the opening of the new colleges about 250 teachers per annum received short courses of training in Marlborough-street, such courses seldom exceeding five months in length. This number was, however, altogether insufficient to fill the vacancies yearly occurring. There are now altogether five training colleges, in the smallest of which there are about 120 Queen's Scholars undergoing a course of training to prepare them for the position of principals or assistants in National Schools. The number now trained annually is large and almost sufficient to fill all the available vacancies, seeing that managers, so long as the Commissioners' rules permit them to do so, will continue in many cases to appoint untrained persons.

All teachers should be trained.

Training has not yet been made by the Commissioners' rules an indispensable qualification for the office of a teacher in a primary school, and thus the manager of a school, either through pressure or favour, often appoints a monitor who has just obtained his certificate of classification in preference to a teacher who has passed creditably through a two years' course of training. Owing to this course of action on the part of the managers there are some trained teachers who are unfortunate enough to be without employment. If the managers are to be permitted to continue to exercise this privilege without restriction or limit there will always be schools in Ireland conducted by untrained teachers. Seeing, therefore, that the facilities for obtaining a course of training are ample, we are of opinion that the time has come to make a course of training a necessary qualification for all those who seek to enter the profession. A regulation to the effect that all candidates for an appointment must have undergone a course of training in a recognised college or must, as a condition of retaining their appointments, go up for a course of training within five years of their first entering the service, would ensure a course of training for every future teacher, would secure more efficiency in the public service, would be of undoubted advantage to the status of the teachers in raising them to the rank of a learned profession, and would not affect the managers' rights in any degree.

And additional years' training desirable.

Instead of the present one year's and two years' course it would on many grounds be desirable to prolong each course for another year. In

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many parts of Ireland the home surroundings of the teachers are not such as are calculated to train the eye or turn the thoughts to ideas of tidiness, cleanliness, and form—all important elements in the education of the child. A ten months' course or even a twenty months' course in a training college is insufficient to enable the teacher to unlearn and lay aside the ideas and habits of the past, and learn and adopt, as a permanent possession for the future, the better style and form which he may acquire there. The pressure, too, of approaching examinations, at which he hopes to obtain a higher class, confines his thoughts almost altogether to his books and leaves him little time to observe and think. In his case form is sacrificed to matter. A longer residence would not only permit him to acquire more soundly a knowledge of the subjects which he will spend his life in teaching, and secure as fixed habits the best methods of imparting that knowledge, but it would allow time for observation and thought, for the abandonment of old ideas of life and the acquisition of new. Six years is the length of the ordinary course of training in the training colleges in Germany—three in a preparatory institution, and three in the college—one of the most advanced and civilised nations in the world, a country in which the primary schools and primary teachers are excellent; yet in Ireland, which can hardly be compared with Germany in educational progress, a course one-sixth or one-third of the length of the German is considered a sufficient training. This would appear to mean that we are so superior to the Germans that we can accomplish in one or two years what it costs them six to do. Indeed in this as in many other points connected with the system too large demands are made upon both teachers and pupils, and perfection is looked for as the result of hurried work. It is needless to add that anything approaching perfection in education is obtained by quite other means and by following a different route.

Test lessons given by Queen's Scholars.

Many of the lessons given by the Queen's Scholars in our presence were disappointing; a few only failed through want of knowledge of the subject they selected or were called upon to teach, but very many presented their lessons in such a manner as to show that it was rather memory than the consecutive steps in the reasoning they were following. Such a lesson always fails in force and effect. Many, though appealing occasionally to the class which they were supposed to be teaching, seemed to care little what answers they got from the children, or whether they succeeded in arresting their attention or evoking their interest—the points which test the fitness of a teacher for his vocation. There appear to us to be two causes at work leading up to this unsatisfactory result. Many of the students come up imperfectly prepared. They have been educated under a system in which there is no cultivation of the observing and the reasoning faculties. If they have been monitors they have, owing to the pressure of the Results System, received little instruction from their teachers in the art of teaching, and have therefore acquired a mechanical routine of their own which it is difficult to unlearn in the training college. It is evident that students with such antecedents would require much attention in the colleges, and the zealous and unceasing supervision of an energetic, painstaking, and skilful professor. Unfortunately, it is not the one and undivided aim of a college to reform those who have come up with false ideas of the art. All the candidates who enter aim at obtaining a higher class when leaving, and their main efforts while in the training college, and the efforts of their teachers are directed to this end.

A step in classification is the principal aim of the Queen's Scholars.

Reports on the State of Education.

Messrs A. Purser and S. E. Stronge, A.M., Head Inspectors, Dublin.

This higher class is obtained by passing an examination in many subjects and not by skill in imparting the knowledge acquired. The very purpose for which he is trained, viz., to be able to impart knowledge readily and skilfully, is only one of many subjects, and if his test lesson is thought worthy of 20 per cent., he is regarded as qualified to teach. Notwithstanding this low mark of 20 per cent., he may leave the college with an all round percentage of 65 as a result of the whole examination. The general result is that he has acquired a sufficient knowledge of the subjects taught in a primary school, but is unable to teach them with efficiency and success. Managers who take an interest in their schools, and whose natural common sense enables them to distinguish between the false and the true, not infrequently complain of the want of success of the trained teachers whom they have engaged.

Suggested plan of training in the Colleges.

The first year of a course of training should be devoted to the observation of the methods of the best teachers, and making notes of these methods, and reproducing the lesson under the guidance of the teacher. The student should not be permitted to teach lessons of his own preparation, for in preparing and teaching these he will probably be merely stereotyping the false or vicious methods which he has either invented himself or acquired as a monitor or pupil. In his second year he might attempt lessons of his own preparation under the guidance of a skilled and experienced teacher, and if a third year were added to the course he would have a further opportunity of adding to his store of notes of model lessons, and of acquiring confidence in himself as an instructor. It is to be hoped that at the end of this year he would have abandoned for ever—if not forgotten—the many crude ideas as to teaching with which he came up, and would have acquired so thoroughly the principles of his art, as to be able to put them into practice on all occasions without risk of a reversion to the methods of his earlier days.

Work done is rather hurried and superficial.

While the present system of Results payments lasts it is hopeless to expect that candidates for admission to the training colleges will improve either in breadth or soundness of knowledge. They have learned much from books, but have assimilated little. There has been very little real development of the intelligence. This development would properly be the office of the professors of the colleges if there were time to begin it and systematically carry it out, but the pressure of preparing for examinations is as stringent within the college walls as it is without. Consequently the main functions of a training college, the revision and deepening of the knowledge already possessed by the student, the direction of his studies in subjects necessary to a complete comprehension of those he has already studied, and above all the imparting of such a practical grasp of the methods of teaching as will enable him to be a ready and effective teacher—cannot be carried out with complete success. It may be doubted whether the teachers have any knowledge or thought of principles in their work, or whether the education of their pupils is their object. There is no doubt as to the goal towards which they race, viz., to pass their children at the Results examination. They are like so many jerry builders running up jerry houses with the thinnest of brick walls and floors that tremble under foot. In the training colleges, as in the National Schools, too much is attempted. "Do a little and do it well," "*ne disce multa sed multum*," are excellent proverbs, and should be the mottoes of the teacher in all his work. If, therefore, the requirements for entering the colleges were somewhat higher and the course of

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study there was more limited, if the greater part of the time of the Queen's Scholars was devoted to acquiring a thorough knowledge of the subjects which form the curriculum of the National Schools and to the practical methods to be used in imparting this knowledge, teachers more skilful and better prepared for their office would be turned out. Now valuable time is spent in learning algebra, trigonometry, or perhaps French or Latin—all secondary school subjects—time which could be spent with more profit in learning how to teach reading—a subject which one teacher only out of a hundred knows how to teach. In a conversation with the principal of one of the colleges regarding the advantages derived by the Queen's Scholars from merely standing by and watching a skilled teacher at work, the principal stated that the students themselves felt that they had not time even to listen and observe, for on such occasions they were making furtive use of algebras and trigonometries.

Examination in theory of method.

While the oral test in the practice of teaching is by far the most important and most indicative of the teacher's skill and fitness for his office, yet we think it would be desirable that, in the examination on each subject, one or two questions on the method of teaching that subject should be set. These questions should be compulsory.

It is true a paper of questions in Method is set at the annual examinations, but this paper has hitherto been too general in its nature—including questions upon keeping the school records and upon the Commissioners' rules—and does not enable the examiner to judge whether due attention had been paid to the Methods of teaching each subject. Indeed, the candidate might have failed in every question on Methods and yet have passed the examination by answering the questions upon the school accounts and the Commissioners' rules. Under the provisions of the new programme this has been to some extent altered, but we are of opinion that the answering of one question out of ten, or scraps of several questions, does not afford evidence of sufficient knowledge of Method or of the principles of education.

We have the honour to be,

Gentlemen,

Your obedient servants,

A. Purser, } Head Inspectors of
S. E. Stronge, } National Schools.

The Secretaries,

Education Office,

Dublin.

Reports on the State of Education.

GENERAL REPORT UPON MARLBORO'-STREET TRAINING COLLEGE FOR THE SESSION ENDED JULY 31, 1897.

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors, Dublin.

Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Dublin, January 31st, 1898.

GENTLEMEN,—During the Session which was brought to a conclusion by the Annual Examination in July, 1897, there were in training in this College 147 Mistresses—(142 Queen's Scholars and 5 Externs) and 106 Masters. Six of these, owing to illness, did not complete their courses. Thirty of the former and 34 of the latter, as Principals or Assistants in National Schools, had entered for a one year's course, and presented themselves in the subjects prescribed in Column 3 of the New Programme at the July Examinations. On the same papers and at the same Examination 60 Mistresses and 32 Masters of the Second Division were examined, and thus completed the second year of a two years' course, while 57 Mistresses and 34 Masters who were completing the first year of a two years' course were examined in the subjects prescribed in Column 2.

The tests in the Practice of Teaching were held during the first and last weeks in June preceding the general Examination, and were similar in kind and character to those given in previous years. Absolute failures were very rare, while very many of the Queen's Scholars showed considerable skill in their manner of presenting the subjects to the classes taught in our presence.

The Principals and Professors were present during the Examination, and evinced great interest in the progress and success of every student, and this personal interest has, no doubt, during the Session, a great effect in stimulating and encouraging the Queen's Scholars to persevere.

A Drill Master would be a very desirable addition to the staff of this College. The boys of the Practising School as well as the Queen's Scholars would derive much benefit from a course of physical training. It would give grace to their movements, help to banish awkward habits, and add to the training of the mind the no less necessary training of the body.

As the residence for the Queen's Scholars in Talbot-street had ceased to afford adequate accommodation for the annually increasing number of Queen's Scholars, an additional boarding house has been procured at Glasnevin. This house, which is in an airy and healthy district, will accommodate 40 Mistresses, and will afford a means of recruiting the health of a Queen's Scholar who requires a change from Talbot-street.

We are, Gentlemen,
Your obedient servants,

A. PURSER.
S. E. STRONGE.

The Secretaries,
Education Office,
Dublin

Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors. Dublin.

GENERAL REPORT upon "ST. PATRICK'S" TRAINING COLLEGE for the Session ended 31st July, 1897.

Dublin, February, 1898.

GENTLEMEN,—We herein submit, for the information of the Commissioners, our report upon "St. Patrick's" Training College, Drumcondra.

Students.

The number of Queen's scholars who completed their course of training in July, 1897, was 96, while 67 others finished the first session of a two-years' course. Of the 96 in final year, 32 who took A papers, and 11 who took B papers, had spent one year in the College; all these were either principals or assistants of schools. Fifty-two who took B papers completed a two-years' course of training. The great majority of these, and of the 67 in their first year, were ex-monitors. The students who were in their final year elected to be examined on the old programme, while those in their first year presented themselves in the second column of the new programme. The result of these examinations is not yet known to us.

Test examination in teaching.

The usual practical test examination in the method of teaching took place in the month of June. The result was rather disappointing, for while of the 96 in their final year 12 per cent. did well, 68 per cent. were fair or passable, nearly 20 per cent. did poorly or failed altogether. This appears to us to have been largely due to imperfect correction of wrong or defective methods while the students were engaged in the practising schools. These latter, three in number, are well conducted, and afford the Queen's scholars good examples for their imitation. The notes of lessons prepared for us were rather meagre, and as a rule not adequate for the proposed lessons.

Physical exercise, building, &c.

Drill and gymnastics are taught, and the students are encouraged to take part in games (cricket and football) in the very fine grounds attached to the College. The health of the students was good throughout the session.

The College buildings are maintained in excellent condition.

There was no material change in the staff during the past year except the appointment of Mr. Foy as Professor of Drawing.

Lectures, &c.

Model and criticism lessons were given regularly twice every week; both are conducted by the professor of method.

The number of lectures given each week is—in English (Literature, Language, &c.) about 20, in mathematics 17, and in other ordinary subjects, including method, 15.

We are, Gentlemen,
Your obedient servants,

A. PURSER,
S. E. STRONGE,
Head Inspectors.

The Secretaries,
Office of National Education,
Dublin.

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Reports on the State of Education

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors.

Dublin.

GENERAL REPORT upon "OUR LADY OF MERCY" TRAINING COLLEGE for the Session ended 31st July, 1897, by

Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Dublin, February, 1898.

GENTLEMEN,—We herein submit for the information of the Commissioners our General Report upon "Our Lady of Mercy" Training College, Baggot-street, Dublin.

Students.

There were in this Training College for women during the year 1896–7 one hundred and fifty-four (154) Queen's Scholars and 3 extern students, of whom 93 and the 3 externs were in their final year, and 58 in the first year of training. All the former were examined in July on the old programme, while the latter presented themselves for examination in the subjects prescribed in the second column of the new programme. The results have not yet been made known to us, but we believe they do not differ materially from those of former years. Of the 96 examined in their final year, 59 had spent one session in the college, all being either principals or assistants, classed and already in the Board's service before they entered the college; the others (including the 3 externs) completed a two-years' course of training, and were either ex-monitors or pupils of National schools.

Test examination in teaching.

The test examination in practical teaching, which was conducted on the usual lines, took place in the month of May. The lessons were for the most part regular in form, but some of the Queen's Scholars seemed wanting in force, and failed to bring the subject-matter home to the children. The notes of lessons gave evidence of care, but not of much research. Judged by the marks we gave for the lessons, about 30 per cent. of the 99 students in final year would rank as good; 60 per cent. as fair; and 10 per cent. as poor or bad. The more informal lessons taught by the other 58 Queen's Scholars were very fair, and gave promise of successful work during their second year's course.

Physical and industrial training.

Needlework and Industrial Training (Cookery and Household work) are duly attended to, and in these matters the Queen's Scholars acquitted themselves creditably. Drill and Calisthenics are a regular part of the ordinary course of training, and are pursued with decided advantage to the students.

Criticism lessons and lectures.

Practising School.

The college staff remains practically unchanged. The two male professors lecture on an average eight hours each; the two female professors give each about thirty-seven hours' service in the week; while in the Practising Schools—which are suitable, and provide a fair amount of accommodation for the very large number of Queen's Scholars—the students are carefully superintended by the female Professor of Method. They attend in batches of about thirty-eight for six hours a week. The lessons which they are to teach are notified to them beforehand, and they are required to make proper preparation for these, so as not to interfere with the ordinary work of the school. Criticism lessons are given twice a week in the presence of half the students. One of the female professors presides at these lessons, and the Vice Principal of the college is nearly always present.

Infant School training.

All the students are obliged to spend a portion of their time in the Infant and Kindergarten Departments.

The health of the Queen's Scholars was quite satisfactory. A certain number of them spend Saturday afternoon and Sunday in a country place near Blackrock, belonging to the Sisters of Mercy.

We are, Gentlemen,

Your obedient servants,

A. PURSER, } Head Inspectors.
S. E. STRONGE, }

GENERAL REPORT upon the "CHURCH OF IRELAND" TRAINING COLLEGE, for the Session ended 31st July, 1897,

BY

Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors.
Dublin.

Dublin, February, 1898.

GENTLEMEN,—We herein submit, for the information of the Commissioners, our General Report upon the "Church of Ireland" Training College, Kildare-place, Dublin.

Students.

Test examination in teaching.

Criticism lessons.

In this College for men and women there were 43 male and 71 female students in residence during the year 1896–7. Twenty-one (21) men and 37 women completed their course of training—9 and 3 respectively having been one year, and 12 and 34 two years in the College. In the practical test examination in teaching, which took place in June, these students acquitted themselves very well. Of the men 81 per cent. and of the women 71 per cent. were good, 19 and 27 per cent. respectively were fair or passable, and only 3 per cent. (that is one female student) failed. These figures show how satisfactorily the work of *training to teach*, which is the real business of the Colleges, is carried on—a success which is to be ascribed to the large amount of individual attention each student receives, owing to there being practically two Professors of method (one male and one female) for the comparatively small number of students in residence. The notes of lessons were well prepared; they were full and adequate, and gave evidence of careful preparation, and showed clearly how the students intended to treat their selected subjects. The criticisms on each other's lessons were good in many cases, proved that the students possessed a fair knowledge of the most important principles of teaching, and that they could point out not only the defects but also the good points of a lesson. This is largely due to the careful manner in which criticism lessons are conducted. These lessons are presided over by the Principal of the College, assisted by one or more of the professorial staff.

The 22 male and 34 female Queen's Scholars in their first year's course taught the selected subjects with very fair success.

The practising schools in connection with both departments are well conducted and afford good models for the Queen's Scholars to imitate.

The answering at the July Examinations was creditable, but the number of failures was, we are informed, in excess of former years, we believe this was owing mainly to a misunderstanding of the New Programme as to the requirements in geometrical drawing.

Lectures.

The number of lectures given weekly by the professorial staff in ordinary literary subjects is about 58, divided as follows:—24 mathematics, 20 literature, language, &c., and 14 other ordinary literary subjects.

The house and premises are in good and substantial repair.

The space for recreation is rather confined, but to compensate for this the Queen's Scholars are allowed considerable liberty in going outside the College grounds.

We are, gentlemen,
Your obedient servants,

A. PURSER, } Head Inspectors
S. E. STRONGE, }

The Secretaries,
Office of National Education, Dublin.

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Reports on the State of Education.

GENERAL REPORT upon the "DE LA SALLE" TRAINING COLLEGE, WATERFORD, by

Messrs. A. PURSER and S. E. STRONGE, A.M., Head Inspectors.

Messrs. A. Purser and S. E. Stronge, A.M., Head Inspectors, Dublin.

Dublin, January, 1898.

GENTLEMEN,—We herein submit, for the information of the Commissioners, our General Report upon "De La Salle" Training College, Waterford.

Number of Queen's Scholars.

There were in training in this College during the session, which was brought to a close by the annual examination of July, 1897, 120 Queen's Scholars. One of these, however, left early in 1897, owing to illness. Of the 119 remaining, twelve had come up for a one year's course; thirty-nine completed the final year, and sixty eight the first year of their two years' course.

There was no change in the professorial staff during the year.

Examination in Practice of Teaching.

The examination in the Practice of Teaching was held during the week which began on June 7th. A number of the students gave good lessons on the subjects selected. The majority, however, obtained about half marks, or 50 per cent., while there were about 20 per cent. of those who were completing their course who absolutely failed. That the results were not better is no doubt partly due to the difficulties under which the College laboured during the year in regard to the practising schools. These schools are held in an old and unsuitable three-storey building. This building was in bad repair, and did not furnish sufficient accommodation for the numbers attending. A large and handsome schoolhouse with many spacious class-rooms is now in course of erection at the rere of the present building. This new building will accommodate 500 boys, and will be provided with school furniture of a modern pattern. In the College grounds a new practising school, with an average attendance of sixty, has been opened.

Practising Schools.

There is a large farm about three and a-half miles distant from the College to which the Queen's Scholars are regularly brought for the purpose of learning practical agriculture. They are also drilled three times each week by a qualified drill master.

The College buildings and furniture are in excellent repair, and the grounds are tastefully laid out and planted.

We are, Gentlemen,
Your obedient servants,
A. PURSER,
S. E. STRONGE,
Head Inspectors.

The Secretaries,
Office of National Education,
Dublin.

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Miss Prendergast, Directress of Needlework.

Education Office, January, 1898.

Gentlemen,—In accordance with your instructions, I have the honour to submit a short report upon the state of industrial instruction during the year just past.

It has not been an eventful one—but then, a succession of stirring events does not always conduce to prosperity; countries make more progress in the "piping times of peace" than in the turmoils and excitements of war—or so, at least, historians would have us believe. For that progress, however, the peace should be complete; there should not be rumours in the air, and shadows of coming events cast, dim and large, upon the path, for people to stand, and strain their eyes at—wondering what the approaching thing may be. Teachers have had some premonitions of possible developments during the past year which may not have been so good for the advancement of their work as perfect tranquillity would have been; the apprehension of change has a very disturbing influence.

General quality of school needlework.

In examining my notes of visits to schools, I find somewhat of "a mingled yarn—good and ill together"; some disappointed chronicles of retrogression woven, like dim threads, in and out of the web in which gold threads, too, are shining. These latter represent the cases in which progress has been made by leaps and bounds. The steady progress, slow but sure, is the ground-colour of the stuff, and not an unpleasant colour to look at, by any means. These remarks, of course, apply chiefly to large schools, among which my experience mostly lies; the small ones are, no doubt, more mixed. The pupils who come from them to finish their education by a year's attendance at the convent school in the nearest town are often backward, and too firmly grounded in a careless style of sewing to be made good workers in their twelve months of polishing. But it is quite possible to improve them up to a fair standard—as I have found in schools where the nuns took especial pains with these girls, and were rewarded by a creditable amount of advance. In some others that I have visited, the fact that these senior pupils were in a sense strangers, for all of whose previous training other teachers were responsible, seemed to deaden interest in their progress, and make it easy for their mistresses to acquiesce in a lower standard of performance for them than would satisfy them in the girls whose education has been conducted wholly, or almost wholly, by themselves.

Backward pupils in senior classes.

Want of interest in such pupils not unnatural.

The feeling is, indeed, most natural—and it is asking a good deal to expect that the latest teacher will work extra hard in order to make up for the mistakes or negligences of her predecessors; therefore all the more praise is due to those with whom generosity has enlarged the bounds of duty. In some of those cases of backwardness among children in senior classes, no blame attaches to either pupil or teacher; the girls have attended a mixed school, too small to command the services of a female assistant or workmistress, and their literary instruction, all that the master could be held responsible for, has been duly seen to. Sometimes, when the school previously attended has

Reports on the State of Education.

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Miss Prendergast, Directress of Needlework. Dublin.

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been a mistress's, one hears excuses for the bad work of pupils; "the teacher is within a few years of retiring, and has lost interest in her school"—or she is a married woman, with a delicate husband, and six children, who absorb so much of her mind and strength, poor thing, that little is left for the cultivation of her pupils! One is sorry for the pupils in these cases; and glad when there is no need for excuses, when it is plain that the teacher has known her duty, and done it, and that the children have been properly taught in the various classes through which they have passed under her care.

Work done at July Examinations.

From speaking of the knowledge of needlework possessed by teachers, it is natural to pass to a consideration of the work done at the July examinations of 1897. It was marked as in 1896, and I have since had an opportunity, while selecting the best specimens for use as patterns, etc., of taking a brief and partial glance over it in bulk.

Cutting-out.

A noticeable feature in it was the scarcity of good cutting-out. The proportion of really well-cut shirts was far smaller than it should have been. "The sack" shape, with a hole at top, and sleeves dangling from the two upper corners, still held sway; so did the article with a simple slit for the neck, as innocent of curve as a correctly-worked buttonhole; so did the monstrosity whose neck spread, on each side, almost to the shoulder-tips; so did a type whose scanty yoke fell altogether to the back, promising the poorest of wearing powers; so did an unfortunate *fiasco*, the result of thoughtlessness, rather than of ignorance, whose two fronts overlapped each other till it looked as if the candidate had been trying to cut a "reefer" jacket! This same fault was, also, conspicuous in the night-dresses cut by "B" candidates—who constantly failed, too, to present a suitable pattern of the plain day-gown for baby, which was the other article required to be produced by them. Some made a short frock, with separate body, such as a child of two might wear; others a strange little garment like a "French pattern" pinafore, *minus* the shoulder-straps, and *plus* small sleeves.

General estimate of the work.

Those candidates (class B) were in general, disappointing; in the greater number of cases, their marks were deservedly low. The A candidates showed a much higher percentage of good passes; so did the candidates for class C. The dressmaking specimens from the higher class candidates were, however, frequently very good.

Darning.

The other subject, in which a low level of merit was generally maintained, was darning; specimens of really good work in this branch were rare; of bad, there was a painfully large supply. The old faults turn up, year after year, with depressing regularity; the darn which fills a hole, beyond which it does not run to the extent of a second stitch—the darn which fills no hole at all, being a square of crossing done over the solid, uncut web—the darn whose worker has failed to put her needle *under* and *over* the edge of the hole by turns, and which has, therefore, developed a loose fringe all around it on the right side—the darn which, instead of taking up *alternate* loops of the web, arranges its few running stitches in even lines, which draw out on the slightest provocation, and reduce the work to chaos—the darn, loosely worked, and with loops cut, which a pull brings all to pieces—these, and other poor varieties, seem to be as perpetually with us as are the poor! It is possible that some of the ignorance of a proper method of darning which prevails is caused by the want of a really good descrip-

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Dublin.

Miss PRENDERGAST, Directress of Needlework.

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Reports on the State of Education.

Miss Prendergast, Directress of Needlework.

Dublin.

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Reports on the State of Education.

Miss Prendergast, Directress of Needlework. Dublin.

tion of it in needlework manuals. The illustrations and directions given in the best of these books—books containing excellent information upon other points—do not help beyond the preparation of school specimens; they do not teach a girl how to deal with the product of wear and tear, more or less rounded in shape, ragged at the edges, and surrounded by a patch of thinned and weakened web. I scatter as many correct specimens as I can amongst schools and workmistresses; and there *is* some result—but one would like to see a great deal more!

Sewing and knitting.

Many B candidates showed themselves utterly ignorant of the art of whip-stitching. They over-cast an inch of the raw edge of the material with a confident air, which would have amused one if it had not tended still more to irritate. A mistake rather frequently fallen into in sewing was that of *running* on the right side of the hand—a practice which flattens and deranges the gathers so that they look ugly and irregular, and gives a clumsy and untidy appearance to the band, itself. Each gather, upon either side, should be fastened to the band by a neat separate stitch. *Knitting* was frequently deteriorated by being worked too tightly; good knitting should be quite elastic, loose enough to allow of some shrinkage in the wash. Candidates seem often to forget this.

Increase of time for needlework at examinations.

I have been asked, in various directions, whether it would not be possible to increase somewhat the time devoted to needlework exercises during the July examinations. The time given—seven hours—is just sufficient for getting through the tests; but it is considered by candidates too short to enable them to do the best of which they are capable—a sense of hurry, a fear of losing moments which may afterwards be needed, if one pauses to reflect, injures, they say, the character of their work, especially such work as cutting-out. I have no doubt that there is truth in this representation, and I would gladly see some additional time allotted, if it could reasonably be managed. The marks given for needlework are good, and considerable anxiety to obtain as large a percentage of them as may be begins to be shown; I observed this among the monitresses whose work I examined when visiting schools during the autumn. Their interest in the subject had risen at least a hundred per cent.!

Work exhibitions and competitions.

I have twice, during the past year, been invited to act as judge at school competitions. One was held in September, at Monasterevan, under the management of Miss Mary C. French, of Glenmalyre, and the exhibits were sent in from National schools in that neighbourhood. Much of the work showed advance upon that of the previous year, and was decidedly satisfactory, taking into account the positions of the schools, and the youth of the workers—some of the little competitors being no more than seven years old. The other exhibition was held in Limerick, in connection with the Irish Industries Association, and under the patronage of local ladies. Limerick Lace, and other industrial products, were represented at it; but my duty was confined to the judging of needlework exhibits sent in from a number of National schools in which the Hon. Miss Spring-Rice and a committee of ladies organized by her take a very kind and active interest. Only ordinary National schools, under lay teachers, competed; Convent schools, which were to have formed a special division, contributed next to nothing. The work, as one might expect, was rather mixed, but a great deal of it was distinctly creditable, and, in two or three of the classes, there was so much merit that extra prizes were awarded to girls who were felt to have fairly earned them. Several prizes were offered for the repairing of different kinds of garments and household linen; the patching was generally satisfactory, the darning, as usual, much less so—in fact, no prize could be given for the mending of socks and stockings, those sent in being done on wrong method. These exhibitions cannot fail to do good by stimulating the children's interest in their work, and arousing a healthy spirit of emulation among the schools.

Competition in connection with the Irish Industries Association

Two other competitions in connection with the Irish Industries Association were held during the year—those for the Lady Aberdeen Prizes. A set of these prizes was originally founded for the benefit of the school children of Achill Island, and for two years they were competed for by Achill girls; in the third year of their bestowal, the prizes were transferred to the still more remote district of Belmullet, but the kindness of Mrs. Browne supplied the means necessary for continuing the competition in the place where it was first started, and thus two sets of regulation garments, etc., came to be judged, instead of one. I sorted these articles (over a hundred garments from Achill, but a much smaller number from Belmullet, where several schools declined to compete on the plea that the notice given them was too short), "casting" all hopeless specimens, and arranging those left according to their classes; a committee of ladies met, to pass judgment and award the prizes, and I then re-arranged the work, packed it up, and returned it, through the manager, to the various schools that had sent it. A great deal of the sewing from both districts was worthy of commendation, and received the praise of the judges, who pronounced it above their expectations. The weakest point was, as usual, darning; but stockings are often such articles of luxury to little Mayo maidens that it may be hard for them to take much interest in learning how to mend them!

Progress of Industrial Departments.

With regard to the Industrial Departments annually visited by me, I find, on reference to my note book, that nine-tenths of the number now recognised (sixty) were carrying on their work in a satisfactory manner, and giving useful training to the girls attending them; the remaining tenth was not sufficiently active, and was (as a rule) too much devoted to indifferent fancy-work. The teachers in these (happily) not numerous departments have the excuse that the girls, who are often the children of well-to-do parents, take extreme pleasure in producing those brilliant cushions, mantel-drapes, fire-screens, and so on, and apply themselves reluctantly to more useful employments; but I am of opinion that their likings are gratified to an unnecessary extent, and at the expense of their truer interests. I have no objection whatever to see girls occupy themselves, from time to time, with ornamental work, as a sort of recreation, after the completion of some useful piece of dressmaking, sewing, knitting, or crochet. I think the change of employment has been fairly earned, under those circumstances, and I only wish to see the pupil taught a correct method of embroidery, and some refinement of taste in the selection of colours; but I do consider that time is mis-spent when three-fourths of a working year are devoted to this branch alone—or in conjunction with a little elementary lace-making. I occasionally find this to be the case, and I cannot think that an Industrial Department which permits it is bestowing solid benefit upon its pupils. But I must add that, in a couple of instances, *Mr. P. Goodman, Examiner in Music.* Dublin.

GENERAL MUSICAL REPORT for Year 1897.

Mr. P. GOODMAN, Examiner in Music.

Dublin, 1st March, 1898.

GENTLEMEN,—Herewith I beg to submit my Report as Examiner in Music for the year 1897:—

Vocal Music in the New Programme.

The great event of the past year in Training College circles has been the introduction of the new programme. Whatever its merits in other respects may be, the rules relating to future examinations in Music must be regarded as a step in the right direction. For the first time Vocal Music is deemed of sufficient importance to rank among the subjects of classification for teachers. Hitherto that honour has been denied to it. Music was studied by the Queen's Scholar, so to say, at his own risk. For, inasmuch as it did not count amongst those subjects upon which his class and position as teacher depended, the time spent on it was, in a sense, time lost. With the new programme, however, this need no longer be necessarily the case. If the Queen's Scholar chooses to devote himself to the study of music, he can now do so with the knowledge that the time and attention which he gives to it will not be without official recognition in his examination, and so need not in any way imperil his chance of promotion. Nor can it be said that the new programme makes any very heavy demands upon the musical capabilities of the Queen's Scholars. It would seem to be based upon a genuine desire of developing the subject amongst our teachers. The time has not yet come when a very high standard of excellence in music can be expected from them. So good, useful, practical elementary work alone is required. If only the student has something of "voice" and "ear" when he comes to the college, no other subject in his entire course will be found so easy, so attractive, and so useful to him as music. It has always been a popular study in the colleges. Whether this was the result of a genuine love of the subject for its own sake or of a knowledge of its value on the school market is of no particular consequence. The subject was studied, and studied earnestly and patiently, by the majority of the students in all the training colleges, notwithstanding the fact that it possessed no value whatever in determining the marks which gave the teacher his rank, his position, and, to a certain extent, his income. Now that it is allowed to have its share in doing this, the effect ought to be to make music still more popular with the students of the training colleges, and to induce them to devote themselves to its study with even greater heartiness and zeal.

Not generously dealt with.

But though music has been thus recognised as a fit subject for classification marks, it cannot be said to have been otherwise very generously dealt with in the new programme. According to the new regulations Queen's Scholars must at all future examinations present one optional subject in addition to the obligatory subjects prescribed. Whatever the optional subject selected, the marks gained by it are henceforth to be included in the classification marks. Music is one of some twenty optional subjects, to each of which fifty marks are assigned. If music be not chosen as the obligatory optional subject it can only be taken by the Queen's Scholar in his final examination as a certificate subject, when the marks obtained for it will have no share whatever in determining his promotion. It will be seen, therefore, that music sometimes counts and sometimes does not count in the classification marks of the Queen's Scholar. It counts if it has been selected as the required optional subject; it does not count if it has not been so selected.

Mr. P. Goodman, Examiner in Music, Dublin.

Music should be obligatory for all Queen's Scholars.

Now, in the first place, it must be considered rather unfortunate that some more regular and equable method of dealing with so important a subject was not devised when the matter was under consideration. To begin with, if it were at all possible, music should be made an obligatory subject for all students in training colleges, inasmuch as it must be considered an indispensable subject of every properly organised school. For surely the schoolroom without the cheering influence of song in it is but a dull place. It is like a house into which the glad sunshine never enters. No other subject so brightens and enlivens the routine of school life, as sweet, pleasant music. It quickens all the faculties of the children, makes them more impressionable, more gentle, more tractable, more happy. When well taught, children display a love of music for its own sake which they show for no other school subject. The songs of their country and the hymns of their church are a precious inheritance, and should form part of children's education from their earliest years. The child in whom the gift of song has not been developed may surely be said to want a sense. Those who would class music as a subject of no importance, or as even optional in the schoolroom, can have no idea of what a wonderful, beautiful world, the world of music is. That children should be allowed to live through what ought to be for them their happiest years, without getting even a glimpse into that world, is unquestionably a great loss and a great misfortune for the little ones.

Music in Irish and English schools.

One reason, and only one, can at all justify the exclusion of music from the schoolroom programme, and that is the impossibility of getting masters and mistresses competent to teach it. Unfortunately in Ireland there is a dearth of such teachers, and until there is a great improvement in this respect it can hardly be possible to make vocal music obligatory in all schools. Our great object must, therefore, be to hasten the day when this can be done. It is not creditable to us as a musical nation, with a great musical past, that vocal music should now be found in only one out of every seven National schools in the country. There is surely something amiss here. The subject evidently needs special encouragement, special nursing amongst us. The school teachers themselves, in the first instance, need assistance and guidance. In London, Birmingham, Bradford, Leeds, and other large centres in England, special professional superintendents are employed by the different School Boards to go round the schools and help the teachers in their musical work. The result has been that in recent years school music in England has developed enormously, and is now beyond question the first in Europe. In Ireland no such skilled aid is available for the teacher. He may struggle through his difficulties as best he can. There is no one to help, sustain and encourage him. As a consequence the subject languishes in the schools and in the entire country. Save in a few of the larger places in Ireland, there is little or no musical activity. In many parts of the "Land of Song" at the present moment music would seem to be a lost art.

Under these circumstances it might fairly have been expected that the new programme would have dealt handsomely and generously with music in the training colleges. There would have been ample precedent—if precedents were required—for so treating it. One had for instance only to look to the German Normal schools to see how much importance is attached to the study of music, these institutions being in fact essen-

Marks assigned to it in English and Scotch programmes.

tially music schools for the training of organists, choir-masters, and school music teachers. But one need not go so far to learn how liberally music may be dealt with in educational schemes. For this one has only to look at the English and Scotch programmes for Queen's Scholars. In England, where school music is in a most flourishing condition, eighty marks, it would seem, are allowed for the subject. In Scotland, where music is very generally taught, the Queen's Scholar, by taking both notations at his examinations (as is permitted), may obtain so many as 110 marks for music. In Ireland, on the other hand, where school music is in a depressed condition, and where the subject consequently needs every possible stimulus, only fifty marks can be gained—twenty-five for practice, and twenty-five for theory. There cannot be a doubt but that these marks should at least be doubled.

Practical Examinations in the Irish Training Colleges

In June last I held the usual examinations in practical vocal music in the different training colleges. Altogether 304 Queen's Scholars presented themselves for examination. The numbers examined in each college were :—

MALE QUEEN'S SCHOLARS.		FEMALE QUEEN'S SCHOLARS.	
"St. Patrick's," . .	78	"Marlborough-street," .	57
"Marlborough-street," .	52	"Church of Ireland," .	54
"De La Salle," . .	19	"Our Lady of Mercy," .	38
"Church of Ireland," .	6		
	155		149

The tests given to the Queen's Scholars in their final year, and to those taking music as a certificate subject, were the same as in preceding years. Students in their first year who had selected music as their optional classification subject were given simple tests in "Reading in time," "Solfaing from the Modulator," "Singing at sight," and in naming the notes of a very simple ear test. Every student was examined individually.

"Our Lady of Mercy" College.

In "Our Lady of Mercy" College, which I first visited, music had not been chosen as a subject for classification, consequently only those students who were in their final year were presented for examination. They numbered thirty-eight, and were, on the whole a good class, and were well prepared in the various requirements of the examination. The pointing from memory, the time reading, and the Modulator tests were excellent; the sight singing fair. Six of the thirty-eight students examined failed to give the ear test correctly.

"Church of Ireland" College.

In the "Church of Ireland" Training College, which I next visited, music had been selected as a classification subject, thus showing what importance is attached to the subject here. Twenty-five female students were examined in column 3, for classification and certificates, and twenty-nine students in first year in column 2, for marks only. The class was, on the whole, an excellent one. Sight-singing was, as usual, extremely good; singing from the Modulator good; pointing from the Modulator and time tests fair. Of the twenty-five candidates for certificates, five failed to give the ear test correctly; and of the twenty-nine students in first year, six failed to name the notes of the very simple ear test played for them.

In the same college six male students were examined in column 3. The tests were all creditably gone through, only one student failing to name the notes of the ear test correctly.

Reports on the State of Education.

Mr. P. Goodman, Examiner in Music.

Dublin.

"Marlborough-street" College.

In "Marlborough-street" Training College forty-six female students were examined for certificates, and eleven in column 2. The class, on the whole, was somewhat better prepared than usual. The sight-singing of some five or six of the students was particularly good; the singing from the Modulator was rather weak; other tests were fairly done. Of the forty-six examined for certificates, ten failed in the ear test. Of the eleven students examined in column 2, only one failed in this requirement.

In "Marlborough-street" College thirty-six male students were examined for the certificate, and sixteen students in first year for marks. As usual here, the class was a very mixed one, some of the candidates being really good, while others were but poor. The sight test was that in which this inequality was most apparent. Of the fifty-two students examined, nine failed to give the ear test correctly.

"St. Patrick's."

In "St. Patrick's" Training College, twenty-two senior, twenty-five middle division, and twenty-eight junior students presented themselves for examination—all on the old programme. The class, on the whole, was not a good one. At least half the number sent in for examination should have been kept back. Sight-singing was particularly weak. Twenty-eight of the seventy-five students examined failed in the ear test.

"De La Salle."

In "De La Salle" College nineteen students were examined for certificates. The class, on the whole, was a fairly good one. All the requirements of the examination had been carefully prepared, and were creditably gone through. The sight-singing test was respectably rendered, and there was but one failure in the ear test.

Instrumental Music in the Colleges.

Instrumental music continues to hold an important position in the programmes of all the colleges. Under existing circumstances a very high standard of performance cannot be expected from the Queen's Scholars. Very few of them have learnt to play any instrument before coming up for training; and the amount of time which they can spare from other studies, while in training, to devote to the practice of an instrument, is very limited. In many instances, however, a fairly respectable standard of proficiency is attained. At the end of their second year the younger and more gifted Queen's Scholars are often found able to play on the harmonium, in a fairly creditable manner, easy masses, motetts, anthems, hymn tunes, and the like. The harmonium is the instrument chiefly practised. In "Our Lady of Mercy" and "Church of Ireland" Colleges the piano and organ are taught to such students as are already able to play the harmonium with some facility. In both these colleges a small number of students may be found each year who can play quite respectably, but these are invariably students who had learnt instrumental music previous to entrance. In the "Church of Ireland" Training College last session one of the male students—a very competent organist—was a Licentiate in Music of Trinity College, London, and had passed his first examination in music at Durham University. Such a case is quite exceptional amongst our male Queen's Scholars, who as a rule know nothing whatever of music before coming up to college. Let us hope that before long similar instances will not be wanting.

Too much importance cannot be attached to the practice and cultivation of instrumental music in the training colleges. Even a very moderate degree of proficiency in playing an instrument will often prove of the greatest utility to the teacher of the singing class in the elementary school. But its usefulness does not stop here. In most country places the school teacher is often the only person at all qualified to act

Connection between School and Church Music.

as the local organist and choir-trainer, and on his or her efficiency will entirely depend the due rendering of the music proper to Divine Service from one end of the year to the other. It is this connection between the music of the school and that of the Church which gives its special importance to the teaching of music in the training colleges. In common with all other kinds of music in Ireland, the music of our churches is far from being in an ideal condition. Good organists and good choir-trainers are everywhere urgently needed. Excellent choir material exists in abundance, but teachers competent to train and develop it are extremely few. The training colleges must come to the rescue here. There is no other source in the country from which help in this matter can be sought. The colleges must become so many schools of church music. And the authorities cannot make a better beginning than by seeking to develop in every way the cultivation of instrumental music, and by being liberal in their allowance of time to the students for daily practice.

The July Papers in Music: great increase in number returned.

Owing to the system of marking recently adopted for the July examinations it is no longer possible to distinguish the theory papers of the Queen's Scholars from those of other candidates outside the training colleges. It is still, of course, easy to see which papers have come from male and which from female candidates, inasmuch as different questions are set in each case. There were in all 1,016 papers in theory returned last July, showing an increase of nearly 400 in the music papers of this year, as compared with those of 1896. Of these 1,016 papers, 732 came from female and 284 from male Queen's Scholars, and other candidates. Tonic Solfa papers were taken by 490 female and 241 male candidates, while 242 female and 43 male candidates returned papers in Staff—making in all a total of 731 papers in Tonic Solfa and 285 in Staff notation. There were no less than 16 different music papers set—eight each for male and female candidates. The following are the numbers, taking each class of paper as I reckoned them:—

Papers.	Females.		Males.	
	Tonic Sol-fa.	Staff notation.	Tonic Sol-fa.	Staff.
A, B, and C, ...	238	139	151	24
B, ...	81	11	58	7
C¹, ...	34	0	14	0
C², ...	137	92	18	12
	490	242	241	43

General answering creditable.

The answering of the questions set in the theory papers was of all kinds, but was creditable on the whole. The question relating to the method of teaching the subject, in the certificate papers, was in each case that least often taken, and even when selected was but rarely answered correctly. In the staff notation papers the questions dealing with intervals were generally well done, those relating to scales but indifferently. Transposition generally was weak. In the tonic solfa papers translation from one notation into another was attempted by nearly all, thus showing that the staff is studied and understood by most of our tonic solfaists. Now that Hullah's Manual is no longer an obligatory text-book, and that tonic solfaists are at liberty to read

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staff notation in their own way, there is no reason why candidates should not be allowed to take both tonic solfa and staff notation papers at the one examination. This could not possibly do any harm, and would certainly tend to develop a more complete study of the whole subject.

Fifth Dublin Primary Schools Public Examination in Vocal Music.

In the Dublin primary schools the chief musical event of the year was again the annual Public School Singing Competition, which was held for the fifth time in July last. The display this year was conducted on somewhat different lines from the contests of previous years. An unpleasant element at all competitions of the kind is the failure of really excellent schools to obtain any distinction or recognition. In a competition it is, of course, inevitable that some schools shall win and others lose. But though victory, in such cases is sweet, defeat is often very hard to bear, and all the more so when it is public. Teachers especially feel failure keenly. It humiliates them in the eyes of their children and of the children's parents, it lessens their confidence in themselves, and weakens their position generally with their managers. It is not, therefore, to be wondered at that many of those schools which had appeared at previous competitions and had not been successful should hesitate to expose themselves to further chance of humiliation.

New mode of awarding prizes.

The competition could not continue to go on under such circumstances. Accordingly it became necessary to devise a plan which, while obtaining equal musical results, should prove more attractive to the schools generally. The plan I proposed, and which was ultimately adopted, was that instead of a public competition we should have a public examination in class singing. In this examination all schools which should obtain 75 per cent. of the total marks would be awarded £10 prizes each, with certificate for the school and book prizes for each pupil examined. Schools obtaining less than 75 but 50 per cent. or over should receive prizes of £5 each with certificate and book prizes, while to schools failing to obtain 50 per cent. of marks, nothing would be given. The new plan, when announced, was received with much favour by all except a few of our very best schools which would still have preferred the former system of competition with its distinction of places and its higher first prize.

The Examination.

On the 1st and 2nd of July the examinations were held in the Ancient Concert Rooms. The proceedings were conducted precisely as on former occasions, the only difference being the mode in which prizes were awarded. The judges were Mr. A. L. Cowley, of London, as Tonic Solfa expert: Dr. Jozé, Professor of the Royal Irish Academy of Music; and Mr. Thomas Mayne. Twelve schools in all appeared—five of them for the first time. The twelve schools were :—

	GIRLS.	BOYS.
Larger Schools.	King's Inns-street Convent N.S. Gardiner-street Convent N.S.	St. Mary's-place. St. Patrick's N.S.
Smaller Schools.	North Strand N.S. George's Hill Convent N.S. Miltown Convent N.S. Harold's Cross N.S	North Strand N.S. St. Gabriel's N.S. St. Peter's, Bride-street, N.S. Hardwicke-street N.S.

Girls' schools

The smaller girls' schools were heard first, and here was seen the great difference between the system of examination and that of competition. All the four schools examined received prizes—North Strand school a prize of £10 the other three schools prizes of £5 each. Teachers and children were in consequence quite happy, and went home determined to appear again at the next examination. With the system

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of competition and only three prizes, one of these schools should have had to go away without a prize. Teacher and children would have alike felt disappointed and dissatisfied that after all their hard work they should have received nothing but the humiliation of public defeat, and in all probability we should never see them again on the platform as competitors in any future exhibition.

After the smaller girls' schools came those of the larger girls' schools division for which this year there were only two entries. These, however, were two of the best schools in the city. As on former occasions so now, they greatly distinguished themselves, getting through all the difficult tests imposed in quite superior style. Both were awarded full £10 prizes.

Boys' schools.

On the following day the examination of the boys' schools was held. In the smaller boys' schools division there were four entries. The performances of three of these schools was extremely creditable considering the condition of music generally in our boys' schools. Each of the three received a £5 prize; the fourth having failed to reach the minimum standard required—50 per cent. of total marks—received no prize.

After these came the larger boys' schools division, in which again there were only two entries. Each of these two had appeared at previous competitions. The first heard, however, failed to obtain even 50 per cent., and so failed to secure any prize; but no one was prepared for the magnificent display made by the next school—St. Mary's Place (Christian Brothers). If the competition had done nothing more than develop such a class in our midst, it would have accomplished a great work. The lads simply astounded all present. More beautiful part-singing than theirs had not been heard at any previous display.

The result of the system of examination tried on this occasion must be pronounced on the whole satisfactory. No doubt there was wanting the keenness and the excitement of former competitions. But a good standard of performance was maintained throughout and it was clearly shown that prizes were not to be had for nothing; that if schools wanted them, they must first earn and deserve them.

For the fifth year in succession, therefore, it will be seen the Dublin schools have given evidence of their musical activity, enterprise, skill and hard work. How is it with the schools of the country? Why do we not hear of similar doings elsewhere?

I am, Gentlemen,

Your obedient servant,

P. Goodman.

The Secretaries,
Office of National Education,
Dublin.

DUBLIN CASTLE,
9th August, 1898.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 6th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Sixty-fourth Report of the Commissioners of National Education in Ireland for the year 1897–8, together with Section I. of the Appendix thereto.

I am, Gentlemen,
Your obedient Servant,

(Signed),

D. HARREL.

The Secretaries to the Commissioners
of National Education,
Marlboro'-street.

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APPENDIX

TO THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1897–8.

SECTION II.

A. Inspectors. **B.** Training Colleges. **C.** Schools in Operation, &c. **D.** Attendance, &c., at Schools of Special Character. **E.** Condition of School Premises. **F.** Results Examinations. **G.** Industrial Instruction in advanced Needlework, &c. **H.** Instructions to Inspectors, &c. **I.** Teachers' Pensions. **K.** Poor Law Unions contributory under the Act of 1875. **L.** Prizes and Premiums by private Bequest. **M.** Census Returns as to Illiteracy. **N.** Compulsory Education. **O.** School Grant.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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APPENDIX TO THE SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

SECTION II.

CONTENTS.

A.—INSPECTORS.

Page

List of Inspectors of National Schools (Head, District, and Agricultural) and Inspectors' Assistants on 1st January, 1898, ... 1

B.—TRAINING COLLEGES.

I. Staffs and Statistics of proficiency at the Training Colleges, ... 3

C.—SCHOOLS IN OPERATION—BUILDING GRANTS—SUSPENDED SCHOOLS, &c.

I. Schools (Non-vested) taken into connexion during 1897, ... 15

II. Struck-off Schools (Non-vested) restored to Roll during 1897, ... 16

III. Schools (Non-vested) struck off Roll during 1897, ... 17

IV. Building Grants sanctioned during 1897, ... 19

V. Building Grant restored to Roll during 1897, ... 19

VI. Building Grants cancelled during 1897, ... 20

VII. Building cases:—Schools brought into operation during 1897, . . . 20

VIII. Building cases:—Schools not brought into operation at the end of 1897, . . 22

IX. Schools (Vested) placed on the Suspended List during 1897, ... 26

X. Suspended Schools (Vested) re-opened during 1897, ... 26

XI. Schools (Vested) on the Suspended List at the end of 1897, ... 26

XII. Model School Departments closed, ... 29

XIII. Summary of Operation, Building, and Suspended Schools in connexion at end of 1897, ... 30

D.—ATTENDANCE, &c., AT SCHOOLS OF SPECIAL CHARACTER.

I. Convent and Monastery Schools (distinguishing mode of payment), . . . 31

II. Workhouse Schools with Number and Classification of Teachers, . . . 43

III. Island Schools, ... 47

IV. Schools attended by children of Industrial Schools, certified under the Act in 1897, ... 49

V. Schools having special grants of salary in aid of Industrial Instruction (Rule 52), 50

VI. Schools attended by Half-time Pupils, ... 51

VII. Evening Schools in operation, ... 54

E.—CONDITION OF SCHOOL PREMISES, &c.

I. Classification of Schools as to Cleanliness of Schoolrooms—Children—also Out-offices, ... 55

II. Classification of Schools with regard to Building, Repairs, &c.—Furniture and Apparatus—Premises, Playgrounds, &c.—Space Accommodation—Supply of Books and other Requisites, ... 58

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F.—RESULTS EXAMINATIONS.

Tabulations of proficiency at Results Examinations:— Page

(a.) Of Pupils of First and Higher Classes at:
- (1.) Ordinary Schools, ... 60
- (2.) Model " 62
- (3.) Convent and Monastery " 64
- (4.) Workhouse " 66
- (5.) Evening " 68

(b.) Of Infant Pupils at:
- (1.) Ordinary Schools, ... 69
- (2.) Model " 69
- (3.) Convent and Monastery " 69
- (4.) Workhouse " 69

G.—INDUSTRIAL INSTRUCTION (IN ADVANCED NEEDLEWORK, &c.)

Synopsis of Reports by Inspectors on School Departments coming within the provisions of Rule 52 (Industrial Instruction in Advanced Needlework, &c.), . . 70

H.—INSTRUCTIONS TO INSPECTORS, &c.

(1.) Instructions to Inspectors as to Results Examinations, ... 91

(2.) Regulations as to Cookery and Laundry Work, ... 99

(3.) Circular as to planting Shrubs, Flowers, &c., around Schoolhouses, . . . 103

I.—TEACHERS' PENSIONS, &c.

(1.) The Eighteenth Year of the operation of the Pension Act, ... 104

(2.) The Fluctuation of Numbers on the Pension Establishment under the Act, . 104

(3.) Number of Model School Teachers who have availed of the Supplemental privileges, ... 104

(4.) Pensions granted, ... 105

(5.) Age Statistics, ... 106

K.—POOR LAW UNIONS—CONTRIBUTORY UNDER THE ACT OF 1875.

(1.) Number of Unions Contributory each year since passing of the Act, . . . 107

(2.) List of Unions which became Contributory for 1897-8, with the amount of Rates for each, ... 107

L.—PRIZES AND PREMIUMS.

(1.) Reid Bequest.—Names of Monitors and Teachers to whom Prizes and Exhibitions were awarded for 1897, ... 108

(2.) Carlisle and Blake Fund.—Names of Teachers to whom Premiums were awarded, 110

M.—CENSUS RETURNS AS TO ILLITERACY.

(a.) Table showing the proportion per cent. of the population who could neither read nor write, ... 111

(b.) Table showing the proportion per cent. of the population who could read and write, read only, and who could neither read nor write, ... 112

N.—COMPULSORY EDUCATION.

Return showing the Population (Census 1891) and the Religious Profession of the Inhabitants of the 120 Boroughs, Towns, and Townships to which the Compulsory Education Clauses of the Irish Education Act, 1892, apply, . . . 112

O.—SCHOOL GRANT.

Revised Rules for administering the School Grant—Schedule IV., Irish Education Act, 1892, ... 116

APPENDICES

TO THE

SIXTY-FOURTH REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND (1897-8).

SECTION II.

Appendix.

Section II. A.

List of Inspectors of National Schools.

APPENDIX A.—INSPECTORS.

INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE ON 1ST JANUARY, 1898.

HEAD INSPECTORS.

Name.	Centres.	District in Charge.	Districts in Charge as Head Inspector.
Purser, A., . . .	Dublin (12, Palmerston-road).	30a	19, 25, 28, 30, 33, 36, 37, 41, 50, and 3 Training Colleges.
Sullivan, M., LL.B., .	Galway, . .	34a	12, 20, 21, 22, 26, 27, 32, 34, 35, 42, 45.
Stronge, S. E., M.A., .	Dundrum, Dublin,	40a	29, 40, 43, 44, 46, 47, 49, 51, 53, and 2 Training Colleges.
Eardley, F., . . .	Londonderry, .	2a	1, 2, 3, 5, 6, 7, 13, 14, 15, 31.
Alexander, T. J., LL.D.,	Cork, . . .	60a	39, 48, 52, 54, 55, 56, 57, 58, 59, 60.
Moran, J., LL.D., .	Belfast, . .	9a	4, 8, 8A, 9, 10, 11, 16, 17, 18, 23, 24.

DISTRICT INSPECTORS.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Letterkenny, .	Bannan, E. T., .	10	Newtownards, .	Beatty, H. M., LL.D.
2	Londonderry, .	Browne, W. J., M.A.	11	Lurgan, . .	Dewar, E. P., M.A.
3	Coleraine, .	Cox, H.	12	Sligo, . .	Warner, J. M'K., B.A.
4	Ballymena, .	Cussen, J. S., B.A.	13	Enniskillen,	MacMillan, W., Sen.
5	Donegal, .	M'Glade, P.	14	Omagh, . .	McNeill, J., B.A.
6	Strabane, .	Chambers, J., B.A.	15	Dungannon, .	Dickie, J., B.A.
7	Magherafelt, *Castledawson, (pro tem.)*	O'Connell, J. A., M.A.	16	Armagh, . .	Murphy, J. J.
			17	Downpatrick, .	Kelly, P. J.
8	Belfast, North,	Dalton, J. P., M.A.	18	Monaghan, .	Keenan, M., B.A.
8A	Carrickfergus, .	M'Elwaine, A. J. M.A.	19	Newry, . .	Ross, J., M.A.
9	Belfast, South,	Pedlow, Wm., B.A.	20	Ballina, . .	Semple, J., B.A.

B

Appendix.
Section II., A.
List of Inspectors of National Schools.

DISTRICT INSPECTORS—*continued.*

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
21	Ballaghadereen,	Newell, P., B.A.	42	Gort, . .	Tibbs, J. H., B.A.
22	Boyle, . .	Lehane, D., B.A.	43	Templemore, .	Lynam, J. P. D., M.A.
23	Cavan, . .	M'Clintock, W. J., M.A.	44	Athy, . .	M'Enery, D.T., M.A.
24	Bailieborough, .	Rogers, J. C., B.A.	45	Ennis, . .	Hogan, J. F.
25	Dundalk, .	Steede, J., LL.D.	46	Tipperary, .	Morgan, A. P., B.A.
26	Westport, .	Keith, J. B.A.	47	Kilkenny, .	Shannon, P.
27	Roscommon, .	Codrington, A. J.	48	Youghal, .	Craig, Isaac, B.A.
28	Longford, .	O'Connor, T. P., B.A.	49	Waterford, .	Skeffington, J. B., LL.D.
29	Trim, . .	Connelly, W. R., B.A.	50	Enniscorthy, .	McAlister, J., B.A.
30	Dublin, North, .	Hynes, J. J., M.A.	51	Limerick, .	Bateman, G., LL.D.
31	Ballinamore, .	Fitzgerald, D. P. B.A.	52	Rathkeale, .	Fitzpatrick, P.
32	Tuam, . .	O'Reilly, L.	53	Clonmel, .	O'Riordan, J., B.A.
33	Mullingar, .	M'Mahon, J.	54	Tralee, . .	Coyne, J. A., B.A.
34	Galway, . .	Welply, W. H., B.A.	55	Millstreet, .	Fitzgerald, P. J.
35	Ballinasloe, .	Worsley, H., M.A.	56	Mallow, . .	Daly, L., M.A.
36	Parsonstown, .	Cromie, E. S., B.A.	57	Killarney, .	Vacant.
37	Dublin, No. 3, .	Headen, W. P., B.A.	58	Bantry, . .	Hughes, R.W., M.A.
39	Listowel, .	MacMillan, W., Jr., B.A.	59	Dunmanway, .	Young, E., M.A.
40	Dublin, South, .	Brown, W. A., B.A.	60	Cork, . .	Smith, C.
41	Portarlington, .	Nicholls, W.			

Inspectors to whom Districts are not yet assigned.	Inspectors' Assistants.	Stations.
Allman, S.	Robertson, William, . . .	Belfast.
Mahon, J. S.	Clements, William T., . .	Derry.
Yates, J.	O'Sullivan, Michael, . . .	Dublin.
Wyse, A. N. Bonaparte	Bartley, William, B.A., . .	Cork.
Duffy, E.	Bertley, Charles, . . .	Clonmel.
Bradshaw, J. M.	Smith, John, ...	Galway.
	Martin, Thomas, ...	Tuam.
	Stokes, I. J., ...	Dublin.
Undergoing Training for Inspectorships :—	Honan, P. J., ...	Belfast.
	Little, R. J., ...	Tralee.
Shannon, C. P.	Kyle, W., ...	Mallow.
Rowen, W. H.	Lavelle, F. B., ...	Tuam.

AGRICULTURAL SUPERINTENDENT,

Thomas Carroll, M.R.I.A.

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Appendix.
Section II. B.
Training Colleges.

APPENDIX B.—STAFFS AND STATISTICS OF PROFICIENCY AT THE TRAINING COLLEGES.

STAFFS and STATISTICS of PROFICIENCY at the TRAINING COLLEGES for TEACHERS.

MARLBOROUGH-STREET TRAINING COLLEGE.

(For Male and Female Teachers).

Managers.—The Commissioners of National Education.

STAFF IN SESSION 1896–7.

Principal, Male Department,	J. J. Doherty, Esq., LL.D., T.C.D.
Principal, Female Department,	Thomas H. Teegan, Esq.
Vice-Principal, Male Department,	L. J. Ryan, Esq.
Vice-Principal, Female Department,	Miss Johnston.
Lady Superintendent (Glasnevin Branch),	Miss Emeline Cantillon.
Chaplains,	(E. C.) Rev. J. H. M'Mahon, LL.D.; (Pres.) Rev. J. D. Osborne, M.A., R.U.I.; (Meth.) Rev. J. B. Templeton.

PROFESSORS.

Science and Art of Education, Mechanical Physics, Experimental Physics, and English Literature,	J. J. Doherty, Esq., LL.D., T.C.D.
Arithmetic, Algebra, Book-keeping,	T. H. Teegan, Esq.
Lesson Books, English Composition, English Grammar, Spelling, and Dictation,	G. Peyton, Esq., LL.B.
Geometry, Trigonometry, Geography, History,	W. J. Dilworth, Esq., M.A., T.C.D.

SUPPLEMENTAL.

Classics,	T. W. C. Robertson, Esq., M.A.
French,	C. J. Griffin, Esq.
Reading,	James Edgar, Esq., and Miss Mary O'Hea.
Drawing,	J. P. Moran, Esq., Miss Harpur.
Handicraft,	Mr. J. Johnston.
Needlework,	Mrs. Studdert, Miss Kearney.
Domestic Economy and Hygiene,	J. J. Doherty, Esq., LL.D., and Miss Currell.
Vocal Music,	Brendan Rogers, Esq., and Miss M'Kenna.
Instrumental Music—Piano and Harmonium,	Miss Gordon, Miss Barry, and Mr. R. J. Leahy.
Practical Cookery,	Miss Devine.
Assistant to Vice-Principal (Male Branch),	Mr. E. Doyle.
Training Assistants, Male Department,	Messrs. James Rutherford, John Mackwood, and James Carson.
Training Assistants, Female Department,	Misses Currell, O'Mahony, Robertson, and Poole.
Matron, Male Department,	Mrs. Anderson.
Matron, Female Department,	Miss M'Carthy.
Assistant Matron, do.,	Miss Devine.
Medical Attendant,	J. Dallas Pratt, Esq., M.D., F.R.C.S.I.
Dentist,	A. J. Bradshaw, Esq.
Hall Porter and Attendant on Lecturer in Physical Science.	John Flynn.

Appendix.
Section II., B.
Training Colleges.

ST. PATRICK'S TRAINING COLLEGE, DRUMCONDRA.

(For Male Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1896–7.

Principal,	Very Rev. Peter Byrne, C.M.
Vice-Principal,	Rev. G. Campbell, C.M.
Chaplain,	Rev. E. Comerford, C.M.

PROFESSORS.

English Language and Literature,	Henry Bedford, Esq., M.A., Cantab.
Mathematics, Mechanics,	Henry M'Weeney, Esq., A.B., F.R.U.I., and J. J. Browne, Esq.
Grammar, Geography, General History, Composition, Latin.	J. W. Bacon, Esq., B.A., R.U.I.
Methods of Teaching, School Organization, History of Education, Arithmetic, Book-keeping, Mensuration.	Stephen FitzPatrick, Esq., First of First Class Teacher.

SUPPLEMENTAL.

Experimental Physics,	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; Henry M'Weeney, Esq., B.A., F.R.U.I., Assistant Professor.
Agriculture,	Edward Carroll, Esq.
Music,	Joseph Seymour, Esq., MUS.B., and T. Logier, Esq.
French,	Mons. Cadic de la Champignonnerie.
Drawing,	P. B. Foy, Esq.
Reading,	M'Hardy Flint, Esq.
Medical Attendant,	Charles Coppinger, Esq., M.D., F.R.C.S.I., F.R.U.I., M.K.Q.C.P.I.

OUR LADY OF MERCY TRAINING COLLEGE, BAGGOT-STREET.

(For Female Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1896–7.

Principal,	Mrs. Bourke.
Vice-Principal,	Mrs. M. G. Whelan.
Chaplain,	One of the Clergymen attached to St. Andrew's, Westland Row.

PROFESSORS.

English Literature and Hygiene,	William Magennis, Esq., M.A., B.L., F.R.U.I.
Book-keeping and Arithmetic,	P. Dowling, Esq., B.A.
Geography, Kindergarten, General History.	Miss Mary Daly, Certificated First Class Teacher.
Methods of Teaching, School Organization, History of Education, and Lesson Books,	Miss Anne Phelan, Certificated First of First Class Teacher.

Appendix, Section II., B. Training Colleges.

Supplemental.

Physics,	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; P. Dowling, Esq., B.A. *locum tenens.*
French,	Mrs. M'Nevin, Convent National Schools, Baggot-street.
Instrumental Music,	Mrs. Hennessy, do.
Vocal Music—Tonic Sol-fa,	Mrs. Mulherne, do.
Instrumental Music (Organ),	Mrs. Mulherne, do.
Instrumental Music (Piano),	Mrs. M'Nevin, do.
Needlework, Sewing Machine, &c.,	Mrs. Molumby, do.
Drawing and Painting,	Mrs. Kennedy, do.
Practical Cookery and Domestic Economy.	Miss M'Carthy, Certificated South Kensington.
Reading,	M'Hardy Flint, Esq.
Matron,	Mrs. Kavanagh.
Medical Attendant,	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.K.Q.C.P.I.

Church of Ireland Training College, Kildare-place.

(For Male and Female Teachers).

Manager.—His Grace The Most Rev. J. F. Peacocke, D.D., Archbishop of Dublin.

Staff in Session, 1896–7.

Principal,	Rev. H. Kingsmill Moore, M.A., Ball. Coll., Oxon.
Lady Superintendent,	Miss Williams.
Chaplain,	Rev. H. Kingsmill Moore, M.A., &c.
Assistant, Female Department,	Miss Smith.

Professors.

Mathematical and Physical Sciences,	James C. Rea, Esq., B.A., R.U.I., Math. Sch. Queen's Coll., Belfast.
English Language and Literature, and French.	Laurence E. Steele, Esq., M.A., T.C.D., B.L.
General History, Geography, Grammar, Drawing, and Agriculture.	John Cooke, Esq., M.A., T.C.D.
Methods of Teaching, School Organization, History of Education. *Book-keeping and Mathematics,*	Jeremiah Henley, Esq., First of First Class Teacher.

Supplemental.

Vocal Music, Book-keeping, Literature, and Arithmetic.	Miss Smith.
Instrumental Music,	Charles Grandison, Esq. Miss Grandison.
Reading, &c.,	Miss Tomkins.
Handicraft,	Mr. A. Gore
Needlework,	Miss H. Heron.
Practical Cookery,	Miss Todd, Certificated by Northern Union School of Cookery, England.
Matron, Male Department,	Mrs. Henly.
Matron, Female Department,	Miss Winter.
Assistant Secretary,	Miss Hunter.
Medical Attendant and Lecturer on Hygiene.	Henry T. Bewley, Esq., M.D., T.C.D., M.S., &c
Drill Instructor,	Sergeant Ingram.

De La Salle Training College, Newtown House, Waterford.

(For Male Teachers).

Manager, The Most Reverend R. A. Sheehan, D.D.,
Bishop of Waterford and Lismore.

Staff in Session, 1896–7.

Principal,	Rev. Brother Thomas R. Kane, M.A., B.E., R.U.I.
Vice-Principal,	Rev. Brother Ignatius P. Flood.
Chaplain,	Rev. James Mockler

Professors.

Method of Teaching, School Organization, History of Education.	Hugh Kerr, Esq., B.A., R.U.I.
English Literature, Lesson Books, Grammar, History, Geography, and Spelling.	Rev. Brother Catus G. Hammer, B.A., N.Y.
Arithmetic, Geometry, Mensuration, Algebra, Trigonometry, and Irish.	James Ahero, Esq., B.A., R.U.I.
Mechanics and Electricity,	Rev. Brother Potamiao M. F. O'Reilly, D.Sc. (London).*

Supplemental

French and German,	Andrew P. Theis, Esq.
Latin,	Rev. James Mockler.
Algebra, Arithmetic, and English,	Rev. Brother Bart. J. Trubert.
Reading, &c.,	M'Hardy Flint, Esq.
Agriculture,	Rev. Brother Ananias J. O'Brier.
Music (Vocal and Instrumental),	Percy J. Rogers, Esq.
Drawing,	Samuel J. Murphy, Esq.
Prefect of Discipline,	Rev. Bro. Dorotheus P. Mootgomery.
Medical Attendant,	Thomas J. Tobin, Esq., M.D.

* Absent (ill health). Rev. Brother Ignatius Flood and Dr. J. J. O'Sullivan acted as substitutes.

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1896 and 1897 of the QUEEN'S SCHOLARS in the TRAINING COLLEGES under the COMMISSIONERS of NATIONAL EDUCATION.

"MARLBOROUGH STREET TRAINING COLLEGE."—JULY EXAMINATIONS, 1896.

—	A¹ Papers—Old Programme.		A² Papers—Old Programme.		B Papers—Old Programme.		C Papers—Old Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	.	.	20	3	49	53	34	59	103	115
Answered 90 per cent. or over,	.	.	.	.	.	.	1	.	1	.
" 80 but under 90 per cent.,	.	.	4	.	7	3	4	4	15	7
" 70 " " 80 "	.	.	6	1	11	12	19	18	36	31
" 60 " " 70 "	.	.	1	2	13	14	3	22	16	38
" 50 " " 60 "	.	.	4	.	16	20	6	15	26	35
" under 50 per cent.,	.	.	7	.	2	4	1		10	4
Total,	.	.	20	3	49	53	34	59	103	115

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1896 and 1897—*continued.*

"MARLBOROUGH STREET TRAINING COLLEGE."—JULY EXAMINATIONS, 1897.

—	A¹ Papers—Old Programme.		A² Papers—Old Programme.		B Papers—New Programme.		C Papers—New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	1	.	.	.	85	90	34	57	100	147
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.
" 80 but under 90 per cent.,	.	.	.	.	3	.	1	2	3	2
" 80 " " 80 "	.	.	.	.	26	30	11	25	33	30
" 26 " " 70 "	1	.	.	.	27	30	13	25	41	64
" 60 " " 50 "	.	.	.	.	15	24	8	5	23	30
" under 50 per cent.,	.	.	.	.	5	6	3	.	8	8
Total,	1	.	.	.	85	90	34	57	100	147

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1896 and 1897—*continued.*

Appendix.
Section II., B.
Training Colleges.

"ST. PATRICK'S" TRAINING COLLEGE—JULY EXAMINATIONS, 1896.

—	A¹ Papers. Old Programme.	A² Papers. Old Programme.	B Papers. Old Programme.	C Papers. Old Programme.	Total.
	Men.	Men.	Men.	Men.	Men.
Number of Students examined, .	1	53	55	53	162
Answered 90 per cent. or over, .	.	.	.	1	1
" 80 but under 90 per cent.,	.	4	8	15	27
" 70 " " 80 " .	.	9	18	26	53
" 60 " " 70 "	1	21	22	11	55
" 50 " " 60 " .	.	12	6	.	18
" under 50 per cent., .	.	7	1	.	8
Total, . . .	1	53	55	53	162

"ST. PATRICK'S" TRAINING COLLEGE—JULY EXAMINATIONS, 1897

—	A¹ Papers. Old Programme.	A² Papers. Old Programme.	B Papers. Old Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.	Men.	Men.
Number of Students examined, .	.	. 33	63	67	163
Answered 90 per cent. or over, .	.	. . .	13	.	13
" 80 but under 90 per cent.,	.	. 3	27	2	32
" 70 " " 80 " .	.	. 10	15	27	52
" 60 " " 70 " .	.	. 11	7	31	49
" 50 " " 60 " .	.	. 6	1	7	14
" under 50 per cent., . .	.	. 3	.	.	3
Total, ...	.	33	63	67	163

Appendix.
Section II., B.
Training Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1896 and 1897—*continued.*

"OUR LADY OF MERCY" TRAINING COLLEGE—JULY EXAMINATIONS, 1896.

—	A¹ Papers. Old Programme.	A² Papers. Old Programme.	B Papers. Old Programme.	C Papers. Old Programme.	Total.
	Women.	Women.	Women.	Women.	Women.
Number of Students examined, .	.	14	99	39	152
Answered 90 per cent. or over, .	.	.	1		1
" 80 but under 90 per cent.,	.	1	17	5	23
" 70 " " 80 " .	.	3	32	8	43
" 60 " " 70 " .	.	6	19	12	37
" 50 " " 60 " .	.	4	26	12	42
" under 50 per cent. . .	.	.	4	2	6
Total, . .	.	14	99	39	152

"OUR LADY OF MERCY" TRAINING COLLEGE—JULY EXAMINATIONS, 1897.

—	A¹ Papers. Old Programme.	A² Papers. Old Programme.	B Papers. Old Programme.	C¹ Papers. New Programme.	Total.
	Women.	Women.	Women.	Women.	Women.
Number e Students examined, .	.	19	77	58	154
Answered 90 per cent. or over, .	.	.	2	.	2
" 80 but under 90 per cent.,	.	2	16	.	18
" 70 " " 80 " .	.	13	29	8	50
" 60 " " 70 " .	.	3	22	40	65
" 50 " " 60 " .	.	1	6	9	16
" under 50 per cent., . .	.	.	2	1	3
Total, . . .	.	19	77	58	154

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1896.

—	A^1 Papers—Old Programme.		A^2 Papers—Old Programme.		B Papers Old Programme.		C Papers—Old Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined, . . .		.	3	1	18	34	12	34	33	69
Answered 90 per cent. or over, ...	.	.	.	.	.	1	.	.	—	1
„ 80 but under 90 per cent., ...	.	.	1	.	2	3	1	3	4	6
„ 70 „ „ 80 „	.	.	1	.	6	3	5	11	12	14
„ 50 „ „ 70 „	.	.	1	.	6	12	6	14	13	26
„ 30 „ „ 50 „	.	.	.	1	4	14	.	6	4	21
„ under 30 per cent., ...	.	.	.	.	.	6	.	.	.	6
Total, ...	.	.	3	1	18	34	12	34	33	69

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1896 and 1897—*continued.*

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1897.

—	A¹ Papers—Old Programme.		A² Papers—Old Programme.		B Papers—New Programme.		C¹ Papers—New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	.		6	.	15	34	21	36	42	70
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.
" 80 but under 90 per cent.,	.	.	2	.	.	.	2	1	4	1
" 70 " " 80 "			2	.	3	4	7	13	12	17
" 50 " " 70 "	.	.	2	.	5	17	10	22	17	23
" 30 " " 50 "	.	.	.	.	7	13	2	6	10	22
" under 30 per cent.,	.	.	.	.	.	.	.	.	.	.
Total,	.	.	6	.	15	34	21	36	42	70

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS 1896 and 1897—*continued.*

"DE LA SALLE" TRAINING COLLEGE—JULY EXAMINATIONS, 1896.

—	A¹ Papers. Old Programme.	A² Papers. Old Programme.	B Papers. Old Programme.	C Papers. Old Programme.	Total.
	Men.	Men.	Men.	Men.	Men.
Number of Students examined, .	.	2	75	40	117
Answered 90 per cent. or over, .	.	.	.	.	
" 80 but under 90 per cent.,	.	1	1	7	9
" 70 " " 80 .	.	.	31	18	49
" 60 " " 70 " .	.	1	31	12	44
" 50 " " 60 " .	.	.	12	3	15
" under 50 per cent., .	.	.	.	.	.
Total, . .	.	2	75	40	117

"DE LA SALLE" TRAINING COLLEGE—JULY EXAMINATIONS, 1897.

—	A¹ Papers. Old Programme.	A² Papers. Old Programme	B Papers. New Programme.	B Papers. Old Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.	Men.	Men.	Men.
Number of Students examined, .	.	.	5	47	68	120
Answered 90 per cent. or over, .	.	.	.	4	.	4
" 80 but under 90 per cent.,	.	.	1	20	.	21
" 70 " " 80 " .	.	.	2	12	17	31
" 60 " " 70 " .	.	.	.	5	33	38
" 50 " " 60 " .	.	.	1	6	18	25
" under 50 per cent., .	.	.	1	.	.	1
Total, . . .	.	.	5	47	68	120

Queen's Scholars in the undermentioned Training Colleges were Examined at the July Examinations, 1897, in the different Subjects set forth in the following Table:—

SUBJECT.	"Marlborough Street," 108 Male and 118 Female Queen's Scholars in Residence.						"St. Patrick's," 164 Queen's Scholars in Residence.			"Our Lady of Mercy," 150 Queen's Scholars in Residence.			"Church of Ireland," 48 Male and 72 Female Queen's Scholars in Residence.						"De La Salle," 120 Queen's Scholars in Residence.		
	No. examined.		No. Passed.		Percentage.		No. examined.	No. Passed.	Percentage.	No. examined.	No. Passed.	Percentage.	No. examined		No. Passed.		Percentage.		No. examined.	No. Passed.	Percentage.
	M.	F.	M.	F.	M.	F.	M.	M.	M.	F.	F.	F.	M.	F.	M.	F.	M.	F.	M.	M.	M.
Agriculture,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Chemistry,	–	–	–	–	–	–	–	–	–	–	–	–	6	–	3	–	50·	–	–	–	–
Cookery,	–	90	–	87	–	96·6	–	–	–	60	60	100	–	90	–	84	–	[illegible]	–	–	–
Domestic Economy,	–	4	–	3	–	75·0	–	–	–	29	7	24·1	–	–	–	–	–	–	–	–	–
Domestic Economy and Hygiene,	–	30	–	3	–	10·7	–	–	–	–	–	–	–	13	–	8	–	61·5	–	–	–
Drawing,	66	90	14	64	21·2	71·1	190	60	31·6	53	40	75·5	19	34	10	13	52·6	38·2	42	12	28·5
French,	3	–	2	–	66·	–	75	2	2·6	3	3	100·	–	–	–	–	–	–	7	2	28·6
Greek,	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Handicraft,	13	–	12	–	92·3	–	–	–	–	–	–	–	23	–	15	–	65·2	–	–	–	–
Heat and Steam Engine,	–	–	–	–	–	–	–	–	–	–	–	–	5	–	2	–	40·	–	–	–	–
Hydrostatics,	–	–	–	–	–	–	31	18	58·	–	–	–	2	–	1	–	50·	–	–	–	–
Hygiene,	–	–	–	–	–	–	–	–	–	25	8	32·	–	–	–	–	–	–	–	–	–
Irish,	–	–	–	–	–	–	3	3	100·	–	–	–	–	–	–	–	–	–	2	2	100·
Kindergarten,	–	60	–	40	–	66·6	–	–	–	60	60	100·	–	–	–	–	–	–	–	–	–
Latin,	7	–	4	–	57·1	–	7	1	14·2	–	–	–	–	–	–	–	–	–	8	–	–
Light and Sound,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Magnetism and Electricity,	–	–	–	–	–	–	30	19	63·3	–	–	–	–	–	–	–	–	–	–	–	–
Mechanics,	–	–	–	–	–	–	33	11	33·3	–	–	–	9	–	2	–	22·2	–	–	–	–
Music:—																					
Singing (Hullah),	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	100·
" (Tonic Sol-Fa),	35	36	25	31	71·4	86·1	43	24	55·8	38	32	84·2	6	33	5	31	83·3	93·9	14	11	78·5
Harmonium,	5	28	4	20	80·	71·4	30	20	66·6	45	38	84·4	2	26	2	26	100·	100·	10	8	80·
Organ,	–	–	–	–	–	–	–	–	–	2	2	100·	1	5	1	5	100·	100·	–	–	–
Piano,	–	–	–	–	–	–	–	–	–	5	5	100·	1	4	1	3	100·	75	–	–	–
Physics (Elementary),	–	–	–	–	–	–	–	–	–	9	6	66·6	–	–	–	–	–	–	–	–	–
Trigonometry (Spherical),	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

APPENDIX C.—SCHOOLS IN OPERATION—BUILDING GRANTS—SUSPENDED SCHOOLS, &c.

Appendix.
Section II., C.
Schools aided.

I.—LIST of THIRTY-EIGHT NON-VESTED SCHOOLS taken into connexion during 1897.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Antrim,	3	15025	Kelly Memorial,	Ballywillan,	Rev. J. Pim, D.D.,	E.C.
"	4	15054	Castle-st., Ballycastle,	Ramoan,	Rev. J. Jackson, B.A.,	Pres.
"	–	15055	Quay, Ballycastle, inft.	Do.	Rev. J. P. Barnes,	E.C.
"	8	15061	Mayo-street, m.	Shankill,	John E. Magill, esq.,	Pres.
"	-	15062	Do., f.	Do.	Do.,	Pres.
"	–	15064	Macrory Memorial,	Do.	Rev. J. Northay,	Pres.
"	–	15067	Mount Collyer-avenue,	Do.	J. E. Magill, esq.,	Pres.
"	–	15084	Antrim-road,	Do.	Rev. C. S. Donald,[1]	Bapt.
"	9	15024	Trinity,	Drumbeg,	Rev. R. J. Arnold,	Pres.
Donegal,	1	15069	Knockfola,	Tullaghobegley,	Rev J. M'Fadden, P.P.,	R.C.
"	–	15078	Cool,	Kilmacrenan,	Rev. H. Devine, P.P.,	R.C.
"	5	15077	Croaghbrack,	Templecarne,	Very Rev. J. Canon M'Kenna, P.P.	R.C.
Down,	9	15026	St. Michael's,	Drumbo,	Rev. M. M'Cashin, P.P.,	R.C.
"	10	15089	Ravenhill road,	Knockbreda,	Hugh Aiken, esq.,	Pres.
"	–	15090	Do., inft.	Do.	Do.,	Pres.
"	17	15085	Drumballyroney,	Drumballyroney,	Rev. R. Oswald,	E.C.
Londonderry,	7	15066	St. Mary's Convt., inft	Magherafelt,	Very Rev. H. Canon M'Neece.	R.C.
Tyrone,	14	15053	Tattykeeran,	Clogherney,	W. Johnston, esq., J.P.,	Pres.
"	–	15076	Mountain View,	Cappagh,	Rev. J. O'Kane, P.P.,	R.C.
Cork,	56	15080	Blarney Old, f.	Garrycloyne,	Rev. D. Lynch, P.P.	R.C.
"	58	15081	Horse Island,	Schull,	Rev. J. O'Connor, P.P.,	R.C.
"	59	15059	Baltimore Fishery,	Rath,	Rev. M. J. Sheehy, P.P.,	R.C.
Limerick,	51	15023	Clarina,	Kilkeidy,	Rev. J. W. Hudson, M.A.,	R.C.
Tipperary,	36	15060	Roscrea, f.	Roscrea,	Ven. Archdeacon Jones,	E.C.
Waterford,	49	15022	De La Salle Monasty.,	St. John's,	Rev. T. R. Kane,	R.C.
"	49	15079	St. Alphonsus' Convt.	Do.	Rev. W. Brown, Adm.,	R.C.

Appendix.
Section II.
C.
Schools aided.

I.—List of Thirty-eight Non-vested Schools taken into connexion during 1897—*continued.*

County.	District.	Roll No.	School.	Parish.	Manager.	
Dublin, . .	30	15056	St. Vincent's Convt.,	St. Thomas's, .	Mrs. A. Barrand, . .	R.C.
" . .	–	15063	St. Mary's, . m.	Do. .	Rev. J. Gorman, . .	R.C.
" . .	–	15082	Clonliffe, . .	St. George's, .	Rev. B. E. Gentleman,	Meth.
" . .	37	15050	Rathmines Township, m.	St. Peter, .	Rev. S. M. Harris, M.A.,	E.C.
" . .	–	15087	York-street, . .	Do. . .	Rev. G. Mahaffy, M.A., .	E.C.
" . .	40	15068	St. Andrew's, . evg.	St. Mark, . .	Rev. W. J. Murphy, Adm.	R.C.
Galway, . .	35	15070	St. Michael's, tempy.	Kilclooney, .	Rev. J. P. Heenan, .	R.C.
" . .	–	15075	Claggernagh, . .	Lickmolassy, .	Rev. E. Evans Rush, .	E.C.
Leitrim, .	12	15058	Ballaghameehan, .	Rossinver, .	Rev. W. Scott, . .	E.C.
" . .	–	15088	Innismagrath, . .	Innismagrath, .	Rev. M. J. Porteus, .	E.C.
Roscommon,	22	15086	St. Joseph's Monastery (Boyle).	Boyle, . .	Rev. P. M'Donagh, P.P.,	R.C.
Sligo, . .	12	15057	Coolaney, . .	Killoran, . .	Rev. R. J. Noyes, D.D.,	E.C.

II.—List of Five Struck-off Schools restored to Roll during 1897.

Struck off Schools restored.

County.	Dist.	Roll No.	School.	Parish.
Donegal, .	1	8661	Anagry, ...	Templecrone.
Monaghan, . .	24	4657	Coolderry, . . .	Magheracloone.
Clare, . . .	42	10883	Gurtavehа, . . .	Feakle.
Tipperary, . .	53	7231	Drangan, , . . m.	Drangan.
Kildare, . .	87	1972	Kill, . . . m.	Kill.

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Appendix.

Section II., C.

Schools struck off Roll.

III.—LIST of NINETY-FIVE SCHOOLS struck off the ROLL during 1897.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Antrim, .	3	11092	Church-street, m.	Ballywillan, .	Superseded by 15025.
,, .	–	11371	,, f. inft.	,, . .	
,, .	4	2501	Lower Buckna, .	Racaven, .	House unsuitable. Teacher inefficient.
,, .	8	8997	Stanhope-st., inft.	Shankill, .	Amalgamated with 7333 and 8186.
,, .	–	13568	St. Columbkille's,	,, . .	Superseded by 14760.
,, .	–	11628	Beechpark, .	,, . .	Permanently closed.
,, .	–	10831	Milfort Mill, .	,, . .	Inoperative
,, .	8A	6634	Woodburn (1), .	Carrickfergus, .	Superseded by 14749.
,, .	9	7630	Fisherwick-place,	Shankill, .	Inoperative.
,, .	–	47	Dunmurray, m.	Drumbeg, .	Amalgamated with 4714.
,, .	9A	14146	Louden-street, .	Shankill, .	Inefficiently conducted.
Armagh, .	15	14505	Clinty Clay, .	Killyman, .	Superseded by 14807.
Cavan, .	23	7332	Garrymallagh, m.	Kilbride, .	,, 14732.
,, .	–	7234	,, f.	,, .	,, 14733.
Donegal, .	1	1968	Leiter, . .	Kilmacrenan, .	Inoperative.
,, .	–	9439	Baliyarr, . .	Tullyfern, .	,,
,, .	2	1738	Coolkenny, .	Clonca, . .	Superseded by 14631.
,, .	–	182	Gulladuff, . .	Moville Lower,	,, 14635.
,, .	–	4656	Raphoe, . m.	Raphoe, . .	,, 14802.
,, .	–	11679	,, . f.	,, .	,, 14803.
,, .	–	14368	St. Eugene's, evg.	Moville Lower,	Permanently closed.
,, .	5	3499	Crove, . .	Kilkeer, . .	Superseded by 14566.
Down, .	9A	9726	Rosetta, . .	Newtownbreda,	,, 14752.
,, .	10	5011	Bangor, . m.	Bangor, . .	,, 14827.
,, .	–	5012	,, . f.	,, .	,, 14828.
,, .	17	2546	St. Malachy's (1) m.	Kilmegan, .	,, 14772.
,, .	–	3067	,, (1), f.	,, .	,, 14773.
Fermanagh, .	8	14833	Boa Island, .	Templecarn, .	Inoperative.
Monaghan, .	18	7308	Barratitoppy, .	Tydavnet, .	Superseded by 14664.
,, .	24	4637	Coolderry, .	Magheracloone,	Schoolhouse not safe.
,, .	–	13735	Anney, . .	Aughnamullen,	Superseded by 14510.
Tyrone, .	6	7024	Strabane (2), m.	Camus Juxta Mourne.	,, 14814.
,, .		7290	,, (2), f.	,, .	,, 14815.
,, .	14	6316	Omagh P.L.U.,	Cappagh, .	Children sent to school outside workhouse.
,, .	15	12028	Gortreagh, .	Kildress, .	Superseded by 14118.
Clare, .	45	7726	Conolly, . m.	Kilmaley, .	Schoolhouse unsuitable.
,, .	–	7994	Kilmaley, . m.	,, .	Superseded by 14468.
,, .	–	7995	,, . f.	,, .	,, 14469.
,, .	–	4276	Quin, . m.	Quin, . .	,, 14757.
,, .	–	6823	,, . f	,, .	,, 14758.
Cork, .	55	497	Ballyvoig, . m.	Kilnamartyra, .	,, 14816.
,, .	–	498	,, . f.	,, .	,, 14817.
,, .	58	1997	Schull, . m.	Schull. .	,, 14721.
,, .	–	2378	,, . f.	,, .	,, 14722.
,, .	–	5959	Kilcoe, m.	Kilcoe, .	,, 14227.
,, .	–	5960	,, . f.	,, .	,, 14228.

C

Appendix. Section II., C.

Schools struck off Roll.

III.—LIST of NINETY-FIVE SCHOOLS struck off the ROLL, during 1897—*continued.*

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Cork—*con.*	59	476	St. Patrick's Monastery.	Fanlobbus, .	Superseded by 14784.
„ .	–	10993	Kilroean, .	„ .	Inoperative.
„ .	–	530	Cape Clear, m.	Clear Island, .	Superseded by 14303.
„ .	–	3557	„ f.	„ .	„ 14311.
„ .	60	13725	St. Finbar's, evg.	St. Finbar's, .	Ceased connexion.
„ .	–	12842	Templemartin, .	Templemartin, .	Unrecognised teacher in charge.
„ .	–	6736	Munster Model Agl.	St. Finbar's .	No Literary Department.
„ .	–	5029	Bandon (1), m.	Ballymodan, .	Superseded by 14687.
Kerry,	54	9931	St. Brendan's .	Kilquane, .	„ 14480.
Limerick, .	46	10106	Doon Convent, .	Doon, .	„ 14625.
Tipperary, .	36	11498	Borrisokane (2),	Borrisokane, .	Inoperative.
„ .	43	14413	St. John's, .	Clonoulty, .	„
„ .	46	1769	Cappawhite, m.	Toem, .	Superseded by 14791.
„ .	–	1700	„ f.	„ .	„ 14792.
Carlow, .	44	6552	Ballon, f.	Ballon, .	„ 14037.
„ .	50	14500	Kilbranish, .	Barrough, .	„ 14097.
Kilkenny, .	47	808	Kilkenny Convt.	St. Mary's .	„ 13885.
King's, .	41	10882	Garryhinch, .	Clonoyhorke, .	Inoperative.
Louth, .	25	4576	Colloe, m.	Collon, .	Superseded by 14578.
„ .	–	4577	„ f.	„ .	„ 14579.
„ .	–	8435	Faughart. .	Faughart, .	„ 14327.
Meath, .	29	2051	Navan Commons,	Navan, .	Inoperative.
Westmeath,	33	5416	Fore, m.	St. Feighin's, .	Superseded by 14450.
„ .	–	12869	„ f.	„ .	„ 14451.
Wexford, .	49	9047	New Ross Convt. (2).	St. Mary's, .	„ 14644.
„ .	50	4092	Ballaghkeene, .	Ballyhuskard, .	„ 14660.
„ .	–	6841	Kilmyshall, .	St. Mary's, Newtownbarry.	„ 14777–8.
Wicklow, .	40	5398	Newtownmountkennedy, m.	Newcastle, .	Amalgamated with 8601.
Galway, .	32	7398	Clonbur, m.	Ross, .	Superseded by 14712.
„ .	–	8360	„ f.	„ .	„ 14718.
„ .	–	8580	Castlehackett, f.	Annaghdoon, .	Amalgamated with 4216.
„ .	34	10098	Belclare, .	Belclare, .	Superseded by 14805-6.
„ .	35	3814	Daly's Grove, .	Ahascragh, .	House unsuitable.
Leitrim, .	31	8174	Cornaehamsogue,	Kiltoghert, .	Superseded by 14669.
„ .	–	14310	Aughagrania, .	„ .	„ 14670.
Mayo, .	20	7408	Rathmore, .	Crossmolina, .	„ 14528.
„ .	–	10363	Currower, .	Attymass, .	„ 14701-2.
„ .	–	6310	Ballymachole, .	Ballysokeery, .	„ 14759.
„ .	–	9576	Crossmolina, m.	Crossmolina, .	„ 14727.
„ .	–	10600	„ f.	„ .	„ 14728.
„ .	26	8700	Mayo, .	Mayo, .	„ 14205-6.
„ .	–	12254	Castlebar Convt.,	Aglish, .	„ 14410.
„ .	32	10895	Drymills, m.	Kilvine, .	„ 14808.
„ .	–	10096	„ f.	„ .	„ 14809.
Roscommon,	22	7399	Woodfield, m.	Ardcarna, .	Inoperative, amalgamated with 7400.
„ .	–	1001	Boyle, m.	Boyle, .	Superseded by 15086.
„ .	27	8377	Cloonarrow, f.	Tibohine, .	Amalgamated with 8376.
Sligo, .	12	12115	Quay-street, .	St. John's, .	Superseded by 14533.
„ .	–	12116	Temple-street, .	„ .	„ 15051.

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Appendix,

Section II, C.

Grants to build.

IV.—LIST of THIRTY-TWO SCHOOLS to which Building Grants have been made during 1897.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Antrim,	11	Aghagallon,	15065	Aghagallon,	40	40	80	V.C.
Cavan,	24	Killinkere,	15089	Lisnagirl (2),	40	40	80	V.T.
„	31	Drumreilly,	15052	Ardmoneen,	50	50	100	V.T.
Down,	19	Kilkeel,	15044	Moneydarragh, f.	–	60	60	V.T.
Fermanagh,	31	Kinawley and Tomregan.	15037	Garvery,	60	60	120	V.T.
Monaghan,	18	Clones,	15041	Largy, f.	Special	plan for	300	V.T.
Clare,	42	Kilmoon,	15047	Rathbane, m.	125	–	125	V.T.
„	–	Do.	15048	Do. f.	–	125	125	V.T.
„	45	Drumcliffe,	15042	Ennis, m.	300	–	300	V.T.
Kerry,	39	Kilflynn,	15033	Kilflynn, m.	75	–	75	V.T.
„	–	Do.	15034	Do. f.	–	75	75	V.T.
Tipperary,	46	Shronell,	15074	Shronell, f.	–	75	75	V.T.
Waterford,	49	St. Stephen's Within.	15046	St. Stephen's Monsty.,	500	–	500	V.T.
Kildare,	37	Naas,	15040	Naas Convent, f.	–	400	400	V.T.
Longford,	28	Ardagh,	15035	Ardagh, m.	100	–	100	V.T.
„	–	Do.	15036	Do. f.	–	100	100	V.T.
„	–	Columbkille,	15038	Clonback,	50	50	100	V.T.
Galway,	35	Ahascragh,	15027	Eglish,	40	40	80	V.T.
„	42	Killeenadeema,	15071	Killeenadeema, m.	75	–	75	V.T.
„	–	Do.	15072	Do. f.	–	75	75	V.T.
Leitrim,	31	Carrigallen,	15029	Drumbrainless,	40	40	80	V.T.
Mayo,	20	Kilcommon,	15032	Carratighe,	50	50	100	V.T.
„	21	Killedan,	15028	Kiltimagh, inft.	100	100	200	V.T.
„	26	Ballynvey,	15073	Shrah,	50	50	100	V.C.
„	32	Aughamore,	15030	Aughamore, m.	100	–	100	V.T.
„	–	Do.	15031	Do. f.	–	100	100	V.T.
Roscommon,	22	Boyle,	15043	Abbeytown Convent,	–	400	400	V.T.
„	–	Aughrim,	15091	Cloonfad,	60	60	120	V.T.
„	27	Bumlin,	15045	Strokestown, m.	150	–	150	V.T.
„	–	Roscommon,	15083	St. Mary's Convent,	Special	plan for	600	V.T.
Sligo,	12	St. John's,	15051	Quay-street, senior,	Special	plan for	200	V.T.
„	20	Kilmactigue,	15049	Largan,	50	50	100	V.T.

Building grants restored.

V.—LIST of THREE BUILDING GRANTS restored during 1897.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Cork,	60A	Barnahely,	14710	Ringaskiddy, m.	125	–	125	V.T.
„	–	Do.	14711	Do. f.	–	125	125	V.T.
Kerry,	57	Caher,	14330	Camburrin,	40	40	80	V.C.

Appendix, Section II., C.

VI.—LIST of NINE BUILDING GRANTS cancelled during 1897.

Building grants cancelled.

County.	District.	Roll No.	School.	Parish.	How vested.	Reason for cancelling Grant.
Cavan,	24	14259	Knockbride,	Knockbride,	V.C.	Not proceeded with.
Down,	9A	14753	Rosetta, f.	Knockbreda,	V.T.	Plan reduced.
Londonderry,	7	14975	Bellaghy, f.	Ballyscullion,	V.T.	Do.
Cork,	55	14351	Millstreet (m.) 2,	Drishane,	V.C.	Do.
Limerick,	39	14517	Feala View, f.	Abbeyfeale,	V.T.	Do.
Galway,	34	14625	Knock,	Killanin,	V.T.	New Manager not proceeding with building.
Mayo,	26	14411	St. Angela's, inft.	Eglish,	V.T.	Manager's request.
Roscommon,	22	14684	Aughrim, m.	Aughrim,	V.T.	Valid lease not procurable.
,,	–	14685	Do. f.	do.,	V.T.	

Building cases brought into operation.

VII.—LIST of EIGHTY-SEVEN BUILDING CASES brought into operation during 1897.

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Antrim,	8	14760	St. Columbkille's,	Shankill,	V.T.	Rev. Jas. O'Boyle, C.C.,	R.C.
,,	8A	14749	Woodburn (1),	St. Nicholas,	V.C.	Rev. J. Stewart,	Pres.
Armagh,	15	14807	Clinty Clay,	Killyman,	V.T.	Rt. Rev. Monsig. Byrne, P.P.	R.C.
Cavan,	23	14732	Garrysallagh, m.	Kilbride,	V.T.	Rev. T. M'Cormick, P.P.	R.C.
,,	–	14733	Do. f.	Do.	V.T.	Do. do.,	R.C.
Donegal,	1	14704	Murroe,	Clondahorkey,	V.T.	Rev. J. Boyle, P.P.,	R.C.
,,	–	14775	Massinass, m.	Do.	V.T.	Do.	R.C.
,,	–	14776	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14628	Letterkenny Monst.	Conwall,	V.T.	Rev. W. Sheridan, Adm.	R.C.
,,	2	14631	Coolkenny,	Culdaff,	V.T.	Rev. J. M'Cullagh, Adm.	R.C.
,,	–	14635	Bredagh Glen,	Moville,	V.T.	Rev M. Farnon, P.P.,	R.C.
,,	–	14602	Raphoe, m.	Raphoe,	V.T.	Rev P. Kelly, P.P.,	R.C.
,,	–	14603	Do. f.	Do.	V.T.	Do.	R.C.
,,	5	14566	Crove,	Kilcar,	V.T.	Rev. P. Logue, P.P.,	R.C.
Down,	9A	14752	Rosetta,	Knockbreda,	V.T.	Rev. R. Workman, D.D.	Pres.
,,	10	14827	Bangor, m.	Bangor,	V.T.	Rev. R. J. Morell,	Pres.
,,	–	14828	Do. f.	Do.	V.T.	Do.	Pres.
,,	17	14772	St. Malachy's, m.	Kilmegan,	V.T.	V. Rev. J. O'Connor, P.P., V.F.	R.C.
,,	–	14773	Do. f.	Do.	V.T.	Do.	R.C.
Monaghan,	18	14664	Barratitoppy,	Tydavnet,	V.T.	Rev. A. M'Leroy, P.P.,	R.C.
,,	24	14510	Anney,	Aughnamullan,	V.T.	V. Rev. P. Canon M'Glone, P.P.	R.C.
Tyrone,	8	14814	First Strabane, m.	Camus Juxta Mourne,	V.T.	Rev. E. Clarke,	Pres.
,,	–	14815	Do. f.	Do.	V.T.	Do.	Pres.
,,	14	14729	Aughnaglen, m.	Termonmaguirk,	V.T.	Rev. J. Grimes, P.P.,	R.C.
,,	15	14118	Gortreagh,	Kildress,	V.T.	Rev. P. M'Namee, P.P.,	R.C.
Clare,	45	14468	Kilmaley, m.	Kilmaley,	V.T.	Rev. T. Hogan, P.P.,	R.C.
,,	–	14469	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14757	Quin, m.	Quin,	V.T.	Ven. Archd. P. Murphy, P.P., V.G.	R.C.
,,	–	14758	Do. f.	Do.	V.T.	Do.	R.C.
Cork,	55	14350	Millstreet, m.	Drishane,	V.C.	V. Rev. Canon Griffin P.P.,	R.C.
,,	–	14816	Ballyvoig, m.	Kilnamartyra,	V.T.	Rev. W. O'Donovan, P.P.,	R.C.
,,	–	14817	Do. f.	Do.	V.T.	Do.	R.C.
,,	58	14721	Schull, m.	Schull,	V.T.	Rev. J. O'Connor, P.P.,	R.C.
,,	–	14722	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14227	Kilcoe, m.	Kilcoe,	V.C.	Rev. J. O'Sullivan, P.P.,	R.C.
,,	–	14228	Do. f.	Do.	V.C.	Do.	R.C.
,,	59	14784	St. Patrick's Monsty.	Fanlobbus,	V.T.	Very Rev. W. J. Canon Lane, P.P.	R.C.

VII.—LIST of EIGHTY-SEVEN BUILDING CASES brought into operation during 1897—*continued.*

Appendix.

Section II, C.

Building cases brought into operation.

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious denomination.
Cork, . .	59	14303	Cape Clear, . m.	Tullagh, . .	V.C.	Rev. M. J. Sheehy, P.P.,	R.C.
" . .	–	14311	Do . f.	Do. . .	V.C.	Do. . . .	R.C.
" . .	60	14687	Bandon, . m.	Ballymodan, .	V.T.	Very Rev. J Canon Shinkwin, P.P.	R.C.
" . .	–	14901	Glasheen, . m.	St. Finbar's, .	V.T.	V. Rev. J. Canon Fleming. P.P.	R.C.
" . .	–	14912	Do . f.	Do. . .	V.T.	Do. . . .	R.C.
Kerry, . .	54	14480	St. Brendan's, .	Kilquane, . .	V.T.	Rev. J. O'Leary, P.P.,	R.C.
" . .	–	14767	Aughacasla, . .	Killiney, . .	V.C.	Rev. J. Molyneux, P.P.,	R.C.
Limerick, .	46	14625	Doon Convent, .	Doon, . .	V.T.	Mrs. M. Ryan, . .	R.C.
Tipperary, .	46	14791	Cappawhite, . m.	Toem, . .	V.T.	Rev. J. R. Crowe, P.P.,	R.C.
" . .	–	14792	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
Carlow, .	44	14837	Ballon, . f.	Ballon, . .	V.T.	Rev. P. Byrne, P.P.,	R.C.
" . .	50	14697	Kilbranish, . .	Barrough, . .	V.T.	Rev. J. Byrne, P.P.,	R.C.
Dublin, .	40	14638	St. Andrew's, m.	St Mark's, .	V.T.	Rev. W. J. Murphy, Adm.	R.C.
" . .	–	14639	Do. . inf.	Do. . .	V.T.	Do. . . .	R.C.
Kilkenny, .	47	13885	Kilkenny Convent,	St. Mary's, .	V.T.	Mrs. M. E. Moore, .	R.C.
Louth, . .	25	14641	Castletown Road, m.	Dundalk, . .	V.T.	Rev B. Donnellan, Adm.	R.C.
" . .	–	14651	Do. Convt.	Do. . .	V.T.	Do. . . .	R.C.
" . .	–	14327	Faughart . .	Faughart, . .	V.T.	Rev. P. Seagave, P.P., .	R.C.
" . .	–	14578	Collon, . m.	Collon, . .	V.T.	V. Rev. T. Murray, P.P.,	R.C.
" . .	–	14579	Do. . f.	Do . .	V.T.	Do. . . .	R.C.
Westmeath, .	33	14450	St Feighin's, m.	St. Feighin's, .	V.T.	Rev. P. Murtagh, P.P., .	R.C.
" . .	–	14451	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
Wexford, .	49	14644	St. Joseph's Convt.,	St. Mary's, .	V.T.	Mrs. E. Parle, . .	R.C.
" . .	50	14777	Kilmyshall, . m.	St. Mary's, Newtownbarry.	V.T.	Very Rev. Dean Busher, P.P.	R.C.
" . .	–	14778	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
" . .	–	14668	Ballykoane, . .	Ballybuskard, .	V.T.	Rev. P. Kenny, P.P., .	R.C.
Galway, .	27	14383	Ballaghlea, . .	Killyan, . .	V.T.	Rev. R. Geerty P.P., .	R.C.
" . .	32	14712	Clonbur, . m	Ross, . .	V.T.	Rev. M. Mellet, P.P., .	R.C.
" . .	–	14713	Do . f.	Do. . .	V.T.	Do. . . .	R.C.
" . .	–	14801	Cloondehamper, .	Killererin, .	V.T.	Rev. J. Keaveney, P.P.,	R.C.
" . .	34	14805	Belclare, . m	Belclare, . .	V.T.	Rev. M. Eagleton, P.P.,	R.C.
" . .	–	14806	Do. . f	Do. . .	V.T.	Do. . . .	R.C.
Leitrim, .	31	14670	St. Mary's, Aughagrania.	Kiltoghert, .	V.T.	Rev. Jno. J. Kelly, P.P.,	R.C.
" . .	–	14669	St. Joseph's, Shasnacurry.	Do. . .	V.T.	Do. . . .	R.C.
Mayo, . .	20	14528	Enaghbeg, . .	Crossmolina, .	V.T.	Rt. Rev. Monsignor J. M O'Hara, P.P., V.F.	R.C.
" . .	–	14701	Currower, . m.	Attymass, . .	V.T.	Rev. M. Henry, P.P., .	R.C.
" . .	–	14702	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
" . .	–	14759	Ballymachola, .	Ballysokeery, .	V.T.	Rev. T. Dolphin, P.P., .	R.C.
" . .	–	14727	Crossmolina, m	Crossmolina, .	V.T.	Rt Rev. Monsig. J. M. O'Hara, P.P., V.F.	R.C.
" . .	–	14728	Do. . f.	Do. . .	V.T.	Do. . .	R.C.
" . .	26	14205	Mayo, . m.	Mayo, . .	V.T.	Rev. John M'Greal, P.P.,	R.C.
" . .	–	14206	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
" . .	–	14410	St. Angela's Convt.,	Eglish, . .	V.T.	Rev. P. Lyons, P.P., .	R.C.
" . .	32	14467	Newbrook, . .	Robeen, . .	V.T.	Rev. R. Preodergast, P.P.,	R.C.
" . .	–	14808	Irishtown, . m.	Kilvine, . .	V.T.	Rev. P. M'Girr, P.P., .	R.C.
" . .	–	14809	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
Roscommon, .	27	14601	Cloonean, . m.	Kilkeevin, .	V.T.	Rev. J. M'Dermott, P.P.,	R.C.
" . .	–	14602	Do. . f.	Do. . .	V.T.	Do. . . .	R.C.
Sligo, . .	12	15051	Quay-street, senior,	St. John's, .	V.T.	Rev. M. Shannon, Adm.,	R.C.
" . .	–	14533	Do. junior,	Do. . .	V.T.	Do. . . .	R.C.

Appendix.
Section II., C.
Building cases brought into operation.

VIII.—List of Two Hundred and Thirty-eight Vested Schools, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1897.

County.	District.	Parish	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
ULSTER.								
Antrim, . .	4	Loughguile, . .	14744	Loughguile, . m.	75	–	75	V.T.
„ . .	–	Do. . .	14745	Do. . f.	–	75	75	V.T.
„ . .	–	Rasharkin, . .	14985	Carclinty, . .	50	50	100	V.C.
„ . .	8	Shankill, . .	14892	Crumlin-road, . m.	250	–	250	V.T.
„ . .	–	Do. . .	14893	Do. . f.	–	250	250	V.T.
„ . .	8A	Kilwaughter, . .	14789	Kilwaughter, . m.	125	–	125	V.T.
„ . .	–	Do. . .	14790	Do. . f.	–	125	125	V.T.
„ . .	9	Shankill, . .	15006	Ormeau-road, . .	Special	plan for	400	V.T.
„ . .	11	Aghagallon, . .	15065	Aghagallon, Victoria,	40	40	80	V.C.
Cavan, . .	23	Templeport, .	14796	Carrick, . . .	50	50	100	V.T.
„ . .	–	Ballintemple, .	14060	Carrigan, . . m.	120	–	120	V.T.
„ . .	–	Do. . .	14861	Do. . . f.	–	120	120	V.T.
„ . .	–	Annagh, . .	14927	Kseny, . . .	40	40	80	V.T.
„ . .	–	Ballintemple, .	14961	Aghaloora, . .	50	50	100	V.T.
„ . .	24	Enniskeen, . .	14783	Kingscourt, . m.	125	–	125	V.T.
„ . .	–	Do. . .	14764	Do. . f.	–	125	125	V.T.
„ . .	–	Do. . .	14896	Ardlow, . . .	50	50	100	V.T.
„ . .	–	Killinkere, . .	15039	Lisnegirl (2), . .	40	40	60	V.T.
„ . .	31	Templeport, .	14922	Derrynenents, . .	60	60	120	V.T.
„ . .	–	Drumreilly, . .	15052	Ardmoneen, . .	50	50	100	V.T.
Donegal, . .	1	Templecrone, .	14365	Mulleghduff, . .	60	60	120	V.T.
„ . .	–	Do. . .	14826	Meenatottin, . .	40	40	60	V.T.
„ . .	–	Do. . .	14876	Crohy, . . .	40	40	80	V.T.
„ . .	–	Conwal, . .	14806	Meenetole, . .	30	30	60	V.T.
„ . .	–	Mevagh, . .	14887	Kinnelargy Robertson,	30	30	60	V.T.
„ . .	–	Tullaghobegley, .	15003	Innisboffin Island, .	30	30	60	V.C.
„ . .	–	Templecrone, .	15005	Meenbanad, . .	60	60	120	V.T.
„ . .	–	Conwal, . .	15016	Letterkenny, f.	–	125	125	V.T.
„ . .	–	Do. . .	15017	Do. . . inft.	60	85	125	V.T.
„ . .	2	Clonoha, . .	14739	Malin Head, . .	75	75	150	V.T.
„ . .	–	Raphoe, . .	14841	Robertson, . .	60	60	120	V.T.
„ . .	5	Drumhome, . .	14452	Laghey, . . .	40	40	80	V.T.
„ . .	–	Kilbarron, . .	14705	Ballyshannon Convent,	Special	plan for	300	V.T.
„ . .	–	Inniskeel, . .	14888	Largynascragh, . .	50	50	100	V.T.
„ . .	–	Do. . .	14890	Leckonbell, . .	30	30	60	V.T.
„ . .	–	Kilbarron, . .	14976	Carricknahorna, . .	40	40	80	V.T.
„ . .	6	Donaghmore, .	14910	Castlefin (1), . m.	75	–	75	V.T.
„ . .	–	Do. . .	14911	Do. . . f.	–	75	75	V.T.
Down, . .	19	Kilkeel, . . .	14678	Moneydarragh, . m.	60	–	60	V.T.
„ . .	–	Do. . .	15044	Do. . . f.	–	60	60	V.T.
Fermanagh, .	13	Galloon, . .	13669	Drumlone, . . .	40	35	75	V.T.
„ . .	–	Killesher, . .	14787	Cross Roads, . .	40	40	80	V.T.
„ . .	–	Inishmacsaint .	14864	Cornahilta, . .	50	50	100	V.T.
„ . .	–	Derryvullen, .	14931	St. Molaisse, . .	30	30	60	V.T.
„ . .	31	Kinawley and Tomregan.	15037	Garvery, . . .	60	60	120	V.T.
Londonderry, .	7	Derryloran, . .	14852	Derrycrummy, . .	40	40	80	V.T.
„ . .	–	Ardtrea, . .	14877	St. Tree's, . m.	125	–	125	V.T.
„ . .	–	Do. . .	14878	Do. . . f.	–	125	125	V.T.
„ . .	–	Ballyscullion, .	14974	Bellaghy, . . .	60	60	120	V.T.
Monaghan, . .	18	Clones, . .	15041	Largy, . . f.	Special	plan for	300	V.T.
„ . .	24	Magheracloone, .	14996	Carrickasedge, . m.	60	–	80	V.T.
„ . .	–	Do. . .	14997	Do. . . f.	–	60	60	V.T.
Tyrone, . .	6	Termonamongan, .	14800	Third Corgary, . .	40	40	80	V.C.
„ . .	–	Skirts of Urney, .	14874	Castlederg, . m.	100	–	100	V.T.
„ . .	–	Ardstraw, W. .	15002	Drumnabeg, . .	50	50	100	V.T.
„ . .	14	Lower Badoney, .	14933	Cashel, . . .	50	50	100	V.T.
„ . .	–	Cappagh, . .	14950	Mountfield, . .	40	40	80	V.C.
„ . .	15	Donaghendry, .	14932	Stewartstown, . .	50	50	100	V.T.

Appendix.

Section II., C.

Building cases brought into operation.

VIII.—List of Two Hundred and Thirty-eight Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
MUNSTER.								
Clare,	42	Oughtmama,	14872	Turlough,	40	40	80	V.C.
,,	–	Kilmoon,	15047	Rathbane, m.	125	–	125	V.T.
,,	–	Do.	15048	Do. f.	–	125	125	V.T.
,,	45	Kilmihill,	13826	Lackan, m.	150	–	150	V.T.
,,	–	Do.	13827	Do f.	–	150	150	V.T.
,,	–	Kilchreest,	14196	Island View,	60	60	120	V.T.
,,	–	Inagh,	14622	Inagh, m.	75	–	75	V.T.
,,	–	Do.	14623	Do. f.	–	75	75	V.T.
,,	–	Killadysart,	14686	Gortglass,	60	60	120	V.T.
,,	–	Kilmurry,	14698	Doolough,	40	40	80	V.T.
,,	–	Inagh,	14750	Cloonalin, m.	75	–	75	V.T.
,,	–	Do.	14751	Do. f.	–	75	75	V.T.
,,	–	Kilraghts,	14830	Barefield, m.	100	–	100	V.T.
,,	–	Do.	14831	Do. f.	–	100	100	V.T.
,,	–	Dromcliff,	15042	Ennis, m.	300	–	300	V.T.
Cork,	55	Cloondrohid,	14839	Gurrane, m.	100	–	100	V.T.
,,	–	Do.	14840	Do. f.	–	100	100	V.T.
,,	–	Kilnamartyra,	14993	Renouiree,	100	100	200	V.T.
,,	–	Do.	15009	Dundareirke,	30	30	60	V.T.
,,	56	Garrycloyne,	15010	Blarney, m.	175	–	175	V.T.
,,	–	Do.	15011	Do. f.	–	175	175	V.T.
,,	58	Inchigeela,	14580	Ballingeary, m.	150	–	150	V.T.
,,	59	Ross,	14813	Roscarberry Convent.	Special	plan for	400	V.T.
,,	60	Kinure,	14546	Oysterhaven, m.	60	–	60	V.T.
,,	–	Do.	14547	Do. f.	–	60	60	V.T.
,,	–	Kinsale,	14726	St. Multose,	50	50	100	V.T.
,,	–	Ballymodan,	14955	Warner's-lane, m.	125	–	125	V.T.
,,	–	Do.	14956	Do. f.	–	125	125	V.T.
,,	60A	Marmullane,	14299	St. Mary's, f.	Special	plan for	300	V.T.
,,	–	Barnahely,	14710	Ringaskiddy, m.	125	–	125	V.T.
,,	–	Do.	14711	Do. f.	–	125	125	V.T.
Kerry,	39	Killury,	14992	The Cashen,	30	30	60	V.T.
,,	–	Kilshenane,	14998	Lyracrompane,	100	100	200	V.T.
,,	–	Kilflynn,	15033	Kilflynn, m.	75	–	75	V.T.
,,	–	Do.	15034	Do. f.	–	75	75	V.T.
,,	54	Ballincushane,	14366	Loughfonder,	40	40	80	V.C.
,,	–	Kilcolemen,	14572	St. Joseph's (Milltown), m.	200	–	200	V.T.
,,	–	Dysert,	14797	Kilsarcon, m.	125	–	125	V.T.
,,	–	Do.	14798	Do. f	–	125	125	V.T.
,,	–	Castleisland,	14853	Reaglass,	40	40	80	V.C.
,,	–	Do.	14952	Castleisland Convent,	Special	plan for	593	V.T.
,,	–	Cloghane,	14987	Cloghane,	100	100	200	V.T.
,,	57	Knockane,	11344	Bride, f.	–	60	60	V.T.
,,	–	Dromod,	12121	Derriana	60	40	100	V.T.
,,	–	Knockane,	14902	Gortnascarry,	30	30	60	V.T.
,,	–	Prior,	14988	Kildrelig,	40	40	80	V.T.
,,	–	Caher.	14330	Cambarrin,	40	40	80	V.C.
,,	58	Tuosist,	14799	Ardea,	40	40	80	V.C.
Limerick,	39	Abbeyfeale,	14516	Feale View,	30	30	60	V.C.
,,	51	Strabally,	14875	Montpelier,	50	50	100	V.T.
,,	52	Ballingarry,	14555	St. Joseph's, inft.	Special	plan for	200	V.T.
Tipperary,	43	Brickendown,	14258	Mocklershill,	60	60	120	V.T.
,,	46	Glenbane,	14957	Glenbane,	60	60	120	V.T.
,,	–	Shronell,	15008	Shronell, m.	75	–	75	V.T.
,,	–	Do.	15074	Do. f.	–	75	75	V.T.
,,	53	Kilcommon,	14951	Kilvemnon,	40	40	80	V.T.
Waterford,	49	Trinity Without,	14937	Otteran's, m.	150	–	150	V.T.
,,	–	Do.	14938	Do. f.	–	150	150	V.T.
,,	–	Kill St. Nicholas,	14989	Passage East, m.	100	–	100	V.T.
,,	–	Do.	14990	Do. f.	–	100	100	V.T.
,,	–	Kilculliheen,	14999	Ferrybank, m.	150	–	150	V.T.
,,	–	St. Stephen's Within,	15046	St. Stephen's Monasty.,	500	–	500	V.T.

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Appendix. Section II., C.

Building cases brought into operation.

VIII.—List of Two Hundred and Thirty-eight Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
LEINSTER.								
Dublin,	30	St. Thomas',	14897	St. Columba's, inf.	100	100	200	V.C.
"	30A	St. Paul's,	14995	St. Paul's, m.	200	–	200	V.C.
"	40	St. Mark's,	14931	St. Mark's, m.	Special	plan for	500	V.T.
"	–	Do.	14935	Do. f.				V.T.
"	–	Do.	14936	Do. inft.				V.T.
Kildare,	37	Naas,	15040	Naas Convt., f.	–	400	400	V.T.
Kilkenny,	49	Tullogher,	14649	Mullinakill,	30	30	60	V.T.
"	–	Dysertmoon,	14648	Tullogher,	40	40	00	V.T.
Longford,	28	Killoe,	14683	Soran,	40	40	00	V.T.
"	–	Clonbroney,	14857	St. Joseph's, m.	60	–	60	V.T.
"	–	Do.	14858	Do. f.	–	60	60	V.T.
"	–	Ardagh,	15035	Ardagh, m.	100	–	100	V.T.
"	–	Do.	15036	Do. f.	–	100	100	V.T.
"	–	Columbkille,	15038	Clonback,	50	50	100	V.T.
"	33	Tashinny,	14672	Colehill, m.	100	–	100	V.T.
"	–	Do.	14673	Do. f.	–	100	100	V.T.
Louth,	25	Clogher,	14252	Callystown, m.	125	–	125	V.T.
"	–	Do.	14253	Do. f.	–	125	125	V.T.
Meath,	29	Athboy,	14765	Fraine, m.	60	–	60	V.T.
"	–	Do.	14766	Do. f.	–	60	60	V.T.
Queen's,	41	Borris,	14838	Maryborough,	50	50	100	V.C.
Westmeath,	–	Kilbeggan,	14491	Kilbeggan Convent,	–	250	250	V.T.
Wexford,	50	Owenduff,	14900	Gnaserane,	100	100	200	V.T.
"	–	Kilmuckridge,	14903	Kilmuckridge, m.	100	–	100	V.T.
"	–	Do.	14904	Do. f.	–	100	100	V.T.
"	–	Tintern,	14909	St. Leonard's,	50	50	100	V.T.
"	–	Kilmore,	14929	Chapel,	50	50	100	V.T.
Wicklow,	40	Redcross,	14829	Redcross,	30	30	60	V.T.
"	–	Moyne,	14928	Askanagap,	30	30	60	V.T.
"	–	Bray,	14994	St. Patrick's Convent (Bray).	Special	plan for	300	V.T.
CONNAUGHT.								
Galway,	27	Kilkerrin,	14748	Shankill,	60	60	120	V.T.
"	–	Kilbegnet,	14696	Creggs, m.	60	–	60	V.T.
"	–	Do.	14907	Do. f.	–	60	60	V.T.
"	32	Dunmore,	14734	Strawberryhill, m.	75	–	75	V.T.
"	–	Do.	14735	Do. f.	–	75	75	V.T.
"	–	Moylough,	14959	Cooloo, m.	100	–	100	V.T.
"	–	Do.	14960	Do. f.	–	100	100	V.T.
"	34	Innishmore,	14532	Oatquarter,	100	100	200	V.T.
"	–	Do.	14659	St. Ronan's, m.	75	–	75	V.T.
"	–	Do.	14660	Do. f.	–	75	75	V.T.
"	–	Do.	14782	Oatquarter, m	100	–	100	V.T.
"	–	Do.	14783	Do. f.	–	100	100	V.T.
"	–	Annaghdown,	14709	Annadown,	100	100	200	V.T.
"	–	Ballynakill,	14968	Salruck,	40	40	80	V.T.
"	–	Omey,	14986	Cushatrough,	40	40	80	V.T.
"	34A	Killeely,	15015	Rosveagh,	60	60	120	V.T.
"	35	Clonkeenkerrill,	14663	Shanballard,	40	40	80	V.T.
"	–	Ahascragh,	15027	Eglish,	40	40	80	V.T.
"	42	Ardrahan,	14642	Ballyglass,	50	50	100	V.C.
"	–	Killeenadeema,	15071	Killeenadeene, m.	75	–	75	V.T.
"	–	Do.	15072	Do. f.	–	75	75	V.T.
Leitrim,	5	Rossinver,	14501	Rossinver,	40	40	80	V.C.
"	12	Killesnet,	14891	Brackerybeg,	50	50	100	V.T.
"	31	Kiltoghert,	14770	St. Mary's (Carrick-on-Shannon).	Special	plan for	250	V.T.
"	–	Annaduff,	14779	Lisduff (1),	60	60	120	V.T.

VIII.—List of Two Hundred and Thirty-eight Vested Schools—*continued.*

Appendix.

Section II., C.

Building cases brought into operation.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested
CONNAUGHT—*con.*								
Leitrim—con.	31	Drumreilly, Up.,	14794	Drumconra, m.	60	–	60	v.t.
„	–	Do.	14795	Do. f.	–	60	60	v.t.
„	–	Carrigallen,	14898	Drumeela, m.	75	–	75	v.t.
„	–	Do.	14099	Do. f.	–	75	75	v.t.
„	–	Drumreilly,	14954	Drumreilly,	40	40	80	v.t.
„	–	Carrigallen,	15029	Drumbrainless,	40	40	80	v.t
Mayo,	20	Kilcommon,	14193	Doohana,	60	60	120	v.c.
„	–	Kilgeever,	14331	Bundoragha,	30	30	60	v.t.
„	–	Kilcommin,	14671	Creevagh,	50	50	100	v.t.
„	–	Crossmolina,	14736	Deelbridge,	40	40	80	v.t.
„	–	Kilcommon,	14843	Porturlin,	40	40	80	v.t.
„	–	Do.	14850	Belmullet, m.	75	–	75	v.t.
„	–	Do.	14851	Do. f.	–	75	75	v.t.
„	–	Crossmolina,	14665	Cuilagurrin,	40	40	80	v.t.
„	–	Kilhalfad,	14908	Pontoon,	40	40	80	v.t.
„	–	Crossmolina,	14923	Keenagh,	40	40	80	v.t.
„	–	Do.	14924	Letterbrick,	40	40	80	v.t.
„	–	Killala,	14991	Ross,	40	40	80	v.c.
„	–	Killasser,	15000	Attymachugh, m.	60	–	60	v.t.
„	–	Do.	15001	Do. f.	–	60	60	v.t.
„	–	Kilmore,	15014	Corclough,	60	60	120	v.t.
„	–	Kilcommon,	15032	Carratighe,	50	50	100	v.t.
„	21	Kilmovee,	14530	Kilkelly, inft.	Special	plan for	108	v.t.
„	–	Do.	14810	Kilmovee (2), m.	75	–	75	v.t.
„	–	Do.	14811	Do. f.	–	75	75	v.t.
„	–	Do	14833	Tavrane, m.	175	–	175	v.t.
„	–	Do.	14834	Do. f.	–	175	175	v.t.
„	–	Kilconduff,	14062	Swineford, m.	200	–	200	v.t.
„	–	Aughamore,	14894	Doogarry, m.	75	–	75	v.t.
„	–	Do.	14095	Do. f.	–	75	75	v.t.
„	–	Killedan,	15028	Kiltimagh, inft.	100	100	200	v.t.
„	26	Burrishoole,	13098	Kilmore, f.	–	75	75	v.c.
„	–	Islandeady,	14497	St. Patrick's, Carnamore	50	50	100	v.t.
„	–	Ballyovey,	14624	Derrew,	40	40	80	v.t.
„	–	Kilmeena,	14842	Islandmore,	30	30	60	v.t.
„	–	Achill,	14863	Achill Sound,	40	40	80	v.c.
„	–	Do.	14866	Butterworth,	30	30	60	v.t.
„	–	Do.	14873	Dunkinalis,	40	40	80	v.c.
„	–	Ballyovey,	15007	Partry, m.	150	–	150	v.t.
„	–	Do.	15073	Shrah,	50	50	100	v.c.
„	32	Aughamore,	15030	Aughamore, m.	100	–	100	v.t.
„	–	Do.	15031	Do. f.	–	100	100	v.t.
Roscommon,	22	Kilcolagh,	14925	Ballinameen, m.	150	–	150	v.t.
„	–	Do.	14926	Do. f.	–	150	150	v.t.
„	–	Boyle,	15012	Killyoreighton, m.	60	–	60	v.t.
„	–	Do.	15013	Do. f.	–	60	60	v.t.
„	–	Aughrim,	15043	Abbeytown Convent,	–	400	400	v.t.
„	–	Do.	15091	Cloonfad,	60	60	120	v.t.
„	27	Kiltollagh,	14823	Carraghs, m.	175	–	175	v.t.
„	–	Do.	14824	Do. f.	–	175	175	v.t.
„	–	Kilteevan,	14966	Kilteevan, m.	100	–	100	v.t.
„	–	Do.	14967	Do. f.	–	100	100	v.t.
„	–	Oran,	14356	Lisaniska, m.	60	–	60	v.t.
„	–	Bumlin,	15045	Strokestown, m.	150	–	150	v.t.
„	–	Roscommon,	15083	St Mary's Convent,	Special	plan for	600	v.t.
„	35	Creagh,	13919	Creagh, m.	75	–	75	v.t.
„	–	Do.	13920	Do. f.	–	75	75	v.t.
„	–	Tisrara,	14933	Tisrara, f.	–	80	80	v.t.
Sligo,	12	St. John's,	14636	Carraroe, m.	100	–	100	v.t.
„	–	Do.	14637	Do. f.	–	100	100	v.t.
„	–	Killaspugorone,	15004	Strandhill,	50	50	100	v.t.
„	20	Kilmashalgan,	14822	Dunbakin,	60	60	120	v.t.
„	–	Kilmactigue,	15049	Largan,	50	50	100	v.t.

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Appendix.
Section II., C.

Schools suspended.

IX.—List of Five Schools (Vested) placed on Suspended List during 1897.

County.	Dist.	Roll No.	School.	How vested.	Parish.	Reason for placing School on Suspended List.
Antrim.	4	1353	Ballyverdock, m.	A.	Culfeightrin,	Average insufficient.
Donegal,	1	1235	Letterkenny Monastery.	V.T.	Conwall,	Superseded by 14628.
Cork,	55	10308	Mill-street, m.(2).	V.T.	Drishane,	Do. by 14350.
”	56	3887	Knockscolletha, m.	V.T.	Monanimmy,	Average insufficient.
”	60	10960	Mountpleasant, m.	V.T.	Templemartin,	Do.

Suspended Schools re-opened.

X.—List of Two Suspended Schools (Vested) re-opened during 1897.

County.	Dist.	Roll No.	School.	Parish.	How vested.
Donegal,	2	12698	Tiernasligo, f.	Conmany,	V.T.
Tyrone.	14	1382	Rarogan,	Errigal Keerogue,	V.T.

Schools on Suspended List.

XI.—List of One Hundred and Seventy Schools (Vested) on the Suspended List at end of 1897.

County.	District.	Parish.	Roll No.	School.	How vested.
Antrim,	3	Armoy,	1200	Breen, m.	V.T.
Do.,	4	Culfeightrin,	1353	Ballyverdock, m.	A.
Do.,	8	Tullyrusk,	5537	Dundrod, f.	V.C.
Do.,	–	Shankill,	6633	Cavehill, f.	V.T.
Do.,	8A	Kilroot,	7944	Bellahill,	V.C.
Cavan,	23	Annagh.cliff,	129	Corlurgan, m.	A.
Do.,	–	Killeshandra,	143	Coronary, m.	V.T.
Do.,	–	Do.,	144	Do., f.	V.T.
Do.,	–	Urney,	157	Coolboyogue, m.	V.T.
Do.,	–	Do.,	158	Do., f.	V.T.
Do.,	–	Annagh,	3370	Kilnaleck, f.	V.T.
Do.,	–	Killeshandra,	11206	Killeshandra, f.	V.T.
Do.,	–	Drumlummon,	153	St. Joseph's, m.	V.T.
Do.,	–	Do.,	154	Do., f.	V.T.
Do.,	24	Lurgan,	2180	Lattoon, f.	V.T.
Donegal,	1	Tullaghobegley,	1164	Derrybeg,	A.
Do.,	–	Conwal,	1235	Letterkenny Monastery,	V.T.
Do.,	2	Muff,	2999	Ture, f.	V.C
Do.,	–	Fahan, Lower,	3884	Tullydish, f.	V.C.
Do.,	5	Kilbarron,	4421	Ballyshannon, f.	V.C.
Down,	17	Bright,	4743	Bright, m.	V.C.
Do.,	–	Kilclief,	10878	Kilclief	V.T.
Fermanagh,	13	Galloon,	281	Drumharry,	V.T.
Do.,	–	Magheraculmoney,	288	Tulnaquigay,	V.T.
Do.,	–	Aghavea,	11522	Brookboro', m.	V.C.

Appendix.

Section II., C.

Schools on Suspended List

XI.—List of One Hundred and Seventy Schools (Vested) on the Suspended List at the end of 1897—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Londonderry,	3	Killowen,	3987	Killowen-street, m.	V.T.
Do.,	–	Aghadowey,	7672	Milltown, f.	V.C.
Do.,	7	Tamlaght O'Crilly,	2486	Drumgarner, f.	V.T.
Do.,	–	Upper Cumber,	5496	Glenrandla, m.	V.C.
Do.,	–	Maghera,	2896	Lemnaroy, f.	A.
Monaghan,	10	Tydavnet,	1773	Knockatallen, f.	V.T.
Do.,	–	Do.,	4653	Tullycrummin, f.	V.T.
Do.,	–	Ematris,	10430	Corravacan, f.	V.T.
Do.,	–	Drumsnatt,	10453	Drumsheeny, f.	V.T.
Do.,	24	Magheross,	367	Carrickmacross, f.	V.T.
Tyrone,	2	Donaghheady,	1200	Donaghheady,	A.
Do.,	6	Badoney, Upper,	5678	Letterbrat, f.	V.C.
Do.,	–	Do.,	3926	Legcloghfin,	V.T.
Do.,	14	Kilskeery,	3277	Feglish, f.	A.
Do.,	–	Cappagh,	390	Carrigans, Lower,	V.T.
Do.,	–	Errigle Keerogue,	415	Glencull, m.	V.T.
Do.,	–	Donaghheady,	2456	Blackfort, f.	V.C.
Do.,	–	Cappagh,	3345	Reylaugh,	A.
Do.,	–	Clogher,	11941	Fivemiletown,	V.C.
Do.,	15	Kildress,	419	Dunamora,	V.T.
Do.,	–	Pomeroy,	1142	Altmore, m.	V.C.
Do.,	–	Kildress,	1376	Strawmacklemartin.	V.T.
Do.,	–	Donaghendry,	10500	Stewartstown, inft.	V.C.
Clare,	42	Dysart,	1264	Moyrhee, m.	A.
Do.,	–	Kilmoon,	3198	Caherbullog, m.	V.T.
Do.,	–	Do.,	3199	Do., f.	V.T.
Do.,	–	Inchicronan,	2383	Ballinruan, m.	V.T.
Do.,	–	Do.,	12930	Do., f.	V.T.
Do.,	45	Drumcliffe,	443	Newtownstackpoole, m.	V.T.
Do.,	–	Do.,	5314	Do., f.	V.T.
Do.,	31	Clonlea,	4438	Kilkishen, m.	V.T.
Do.,	–	Do.,	4439	Do., f.	V.T.
Cork,	55	Kilmichael,	3509	Dromleigh, f.	V.T.
Do.,	–	Canovee,	5150	Canovee, m.	V.T.
Do.,	–	Do.,	0488	Do., f.	V.T.
Do.,	–	Drishane,	1690	Millstreet (1),	V.T.
Do.,	–	Nohovaldaly,	9244	Kingwilliamstown, m.	V.T.
Do.,	–	Do.,	9245	Do., f.	V.T.
Do.,	–	Drishane,	10308	Millstreet (2), m.	V.T.
Do.,	56	Britway,	3994	Britway, f.	V.T.
Do.,	–	Doneraile,	4128	Skahanabeg, m.	V.T.
Do.,	–	Blarney,	1542	Blarney, f.	V.T.
Do.,	–	Kilshanig,	3930	Kilpadder,	V.T.
Do.,	–	Doneraile,	11570	Ballyvoniar, m.	V.T.
Do.,	–	Carrigleamleary,	12617	Clenor and Carig, m	V.T.
Do.,	–	Monanimmy,	3887	Knockacolletha, m.	V.T.
Do.,	59	Myross,	2112	Conscronaen, m.	A.
Do.,	–	Do.,	2113	Do., f.	A.
Do.,	–	Skibbereen,	5141	Skibbereen (4),	V.T.
Do.,	–	Ardfield,	10037	Ardfield, m.	V.T.
Do.,	–	Castlehaven,	5716	Castletownsend, m.	V.C.
Do.,	–	Do.,	5717	Do., f.	V.C.
Do.,	–	Kilmeen,	12607	Ballygurteen, m.	V.T.
Do.,	–	Tullagh,	1275	Sherkin Island,	V.T.
Do.,	60	Kinsala,	1612	Kinsala Monastery,	V.T.
Do.,	–	Templemartin,	10960	Mountpleasant, m.	V.T.
Kerry,	39	Killcarrah,	10958	Lixnaw, f.	V.T.
Do.,	–	Killatanny,	2121	Gortneskehi, f.	V.T.
Do.,	54	Dingle,	1278	Dingle, m.	V.T.
Do.,	–	Killiney,	2191	Castlegregory, m.	V.T.
Do.,	–	Do.,	2192	Do., f.	V.T.
Do.,	–	Ballinahaglish,	9423	Spa, f.	V.T.

Appendix. XI. Section II., C.

Schools on Suspended List.

XI.—LIST OF ONE HUNDRED AND SEVENTY SCHOOLS (VESTED) on the Suspended List at the end of 1897—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Kerry,	55	Kiloummin,	2995	Rathmore, f.	V.T.
Do.,	57	Killarney,	1602	Gortagullane,	V.T.
Do.,	–	Killinane,	2193	Filemore, m.	V.T.
Do.,	–	Do.,	2194	Do., f.	V.T.
Do.,	–	Templenoe,	5148	Geraghsallagh,	V.C.
Do.,	–	Kilcrohan,	6252	Sneem, f.	V.C.
Do.,	–	Do.,	10099	Letterfinish, f.	V.C.
Do.,	58	Kenmare,	2850	Kenmare, f.	A.
Limerick,	46	Kilteely,	1980	Kilteely, m.	V.T.
Do.,	–	Do.,	1987	Do., f.	V.T.
Do.,	43	Killea,	1402	Killea, m.	V.T.
Do.,	–	Do.,	1610	Do., f.	V.T.
Tipperary,	38	Cloughprior,	2076	Carney, m.	V.T.
Do.,	–	Borrisokane,	3694	Kyle Park, m.	V.C.
Do.,	46	Templeneiry,	10433	Ardnane, m.	V.T.
Do.,	51	Kilvellane,	11742	Newport, i.	V.T.
Do.,	53	Relickmurray and Athassel,	13706	Laggnostown, f.	V.T.
Do.,	–	Do.,	0450	Ballycarrow, f.	V.C.
Waterford,	48	Tallow,	3490	Kilcalf, m.	A.
Do.,	–	Do.,	4318	Ballyduff, f.	V.T.
Do.,	53	Mothell,	4137	Coolnahorna, f.	V.T.
Dublin,	40	Rathmichael,	8293	Ballycorus, m.	V.C.
Kildare,	37	Cloncurry,	1497	Newtown, f.	V.T.
Do.,	–	Donaghcumper,	5351	Abbey, f.	V.C.
Do.,	41	Dunmanogue,	2712	Levitstown,	V.T.
Kilkenny,	47	Grange,	790	Church Hill,	V.T.
Do.,	–	Powerstown,	1155	Skeavoetheen, f.	V.T.
Do.,	–	St. John's,	3413	St. John's, i.	V.T.
Do.,	–	Do.,	10629	St. John's Preperatory m.	V.T.
Do.,	49	Lisluning,	3877	Mullinakill, f.	V.T.
King's,	36	Drumcullen,	2414	Thomastown,	V.T.
Do.,	41	Kilbride,	829	Tullamore, m.	V.T.
Longford,	23	Columbkill,	2372	Cloneen,	V.T.
Do.,	–	Cashel,	1308	Curreghboy, m.	V.T.
Do.,	–	Do.,	1495	Do., f.	V.V.
Louth,	25	Drumshallon,	1305	Kellystown, m.	A.
Do.,	–	Rathdrummin,	1593	Walshestown, m.	V.T.
Do.,	–	Termonfeckin,	2004	Cartown, f.	V.T.
Do.,	–	Ardee,	2095	Ardee Monastery, m. i.	V.T.
Meath,	25	Kilshervin,	1176	Mount Hanover, f.	V.T.
Do.,	–	Clonalvey,	2086	Clonalvey, m.	V.T.
Do.,	29	Boardsmill,	1827	Batterstown,	V.T.
Do.,	–	Cushinstown,	3147	Cushinstown, f.	V.T.
Do.,	–	Kildalkey,	3812	Carnisle, f.	V.T.
Do.,	–	Clonmacduff,	4009	Tullaghanstown,	V.T.
Do.,	28	Trim,	4309	Phillenstown,	V.T.
Queen's,	44	Tullymoy,	1635	Luggacurren, m.	V.C.
Do.,	–	Kilabban,	4779	Kilabban, f.	V.C.
Do.,	–	Do.,	1218	Rushes, m.	V.C.
Westmeath,	33	Ballyloughloe,	930	Mount Temple, m.	V.T.
Do.,	–	Do.,	1208	Do., f.	V.T.
Do.,	–	Ballymorin,	1313	Newbristy, m.	V.T.
Do.,	29	Castletown Delvin,	2262	Crowenstown, m.	V.T.
Do.,	41	Rahugh,	12906	Rahugh, f.	V.T.

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Appendix.

Section II. C.

Schools on Suspended List.

XI.—LIST of ONE HUNDRED AND SEVENTY SCHOOLS (VESTED) on the Suspended List at the end of 1897—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Wexford,	49	Hook,	11995	Loftus Hall, f.	v.T.
Do.,	50	Ballyhoge,	1491	Galbally, f.	v.T.
Do.,	–	Rossdroit,	5037	Courtmacuddy, m.	v.c.
Do.,	–	Carrick,	10730	Barntown, f.	v.T.
Do.,	–	Marshalstown,	12740	Marshalstown, m.	v.T.
Wicklow,	40	Rathdrum,	5950	Rathdrum, f.	v.c.
Galway,	26	Ballinakill,	1819	Tully,	v.T.
Do.,	34	Kilcummin,	4787	Oughterard, f.	v.c.
Do.,	32	Killererin,	2173	Barnaderg, m.	v.T.
Do.,	–	Do.,	3309	Do., f.	v.T.
Do.,	–	Moyrus,	9566	Murvoy, f.	v.c.
Do.,	–	Oranmore,	8799	Manlough, m.	v.T.
Do.,	34A	Oranmore,	4507	Oranmore,	v.c.
Do.,	35	Lickerig,	1009	Lickerig, f.	v.T.
Do.,	–	Loughrea,	1011	Loughrea, f.	v.T.
Do.,	42	Kilbeacanty,	1325	Killafeen, m.	v.T.
Do.,	–	Do.,	1520	Do., f.	v.T.
Do.,	–	Kilmacduagh,	4791	Gort, f.	v.c.
Mayo,	20	Crossmolina,	4010	Richmond, m.	v.T.
Do.,	–	Do.,	4011	Do., f.	v.T.
Do.,	–	Toomore,	12033	Foxford, f.	v.T.
Do.,	21	Kilconduff,	2031	Swinford, i.	v.T.
Do.,	26	Killedan,	1613	Newtownbrowne,	v.T.
Do.,	–	Aughaval,	2823	Murrisk, m.	A.
Do.,	–	Burrishoole,	4631	Newport Pratt, f.	A.
Roscommon,	35	St. Peter's,	4196	Deerpark, f.	v.T.
Do.,	–	Cam,	1003	Carrick,	v.T.
Do.,	22	Killukin,	2494	Cortober, f.	v.T.
Sligo,	20	Kilmacteigue,	4489	Castlerock,	v.T.

Model School Departments closed.

XII.—LIST of EIGHTEEN VESTED MODEL SCHOOL DEPARTMENTS* closed.

County.	District	Roll No.	School.	Parish.	How vested.
Cavan,	21	8514	Bailieboro' Model, i.	Bailieborough,	v.c.
Tipperary,	53	5635	Clonmel „ i.	Clonmel,	v.c.
Waterford,	49	6976	Waterford „ i.	St. John's,	v.c.
Dublin,	40A	4993	Glasnevin „ f.	Glasnevin,	v.c.
Do.,	–	8653	Central „ (2) m.	St. Thomas',	v.c.
Do.,	–	8654	Do. „ (3) „	Do.,	v.c.
Do.,	–	8655	Do. „ (4) „	Do.,	v.c.
Do.,	–	8656	Do. „ (5) „	Do.,	v.c.
Do.,	–	8657	Do. „ (2) f.	Do.,	v.c.
Do.,	–	8658	Do. „ (3) „	Do.,	v.c.
Do.,	–	8659	Do. „ (4) „	Do.,	v.c.
Kildare,	44	6615	Athy „ i.	St. Michael's,	v.c.
Kilkenny,	47	6983	Kilkenny „ i.	St. Patrick's,	v.c.
King's,	36	7951	Parsonstown „ i.	Birr,	v.c.
Meath,	29	5631	Trim „ f.	Trim,	v.c.
Do.,	–	5632	Do. „ i.	Do.,	v.c.
Wexford,	50	7786	Enniscorthy „ i.	St. Mary's (Enniscorthy),	v.c.
Galway,	34A	6214	Galway „ i.	Rahoon,	v.c.

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[*] The Roll number of the Infant Department of Dunmanway Model School was cancelled.

Appendix.
Section II.,
O.

Summary.

XIII.—General Summary of Operation, Building, and Suspended Schools in connexion at end of 1897.

County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.
Antrim, . . .	687	9	5	701	Kildare, . . .	105	1	4	110
Armagh, . . .	277	–	–	277	Kilkenny, . .	188	2	6	196
Cavan, . . .	290	11	11	312	King's, . . .	122	–	3	125
Donegal, . . .	430	18	5	453	Longford, . .	113	8	3	124
Down, . . .	493	2	2	497	Louth, . . .	106	2	4	112
Fermanagh, . .	180	5	3	188	Meath, . . .	181	2	9	192
Londonderry, . .	302	4	5	311	Queen's, . . .	124	1	3	128
Monaghan, . .	190	3	5	198	Westmeath, . .	136	1	5	142
Tyrone, . . .	375	6	13	394	Wexford, . .	171	5	6	182
Clare, . . .	255	15	9	279	Wicklow, . .	128	3	1	132
Cork, . . .	754	16	24	794	Galway, . . .	436	21	13	470
Kerry, . . .	361	17	14	392	Leitrim, . .	209	10	–	219
Limerick, . .	265	3	4	272	Mayo, . . .	421	36	7	464
Tipperary, . .	322	5	7	334	Roscommon, . .	241	16	3	260
Waterford, . .	141	6	4	151	Sligo, . . .	216	5	1	222
Carlow, . . .	82	–	–	82					
Dublin, . . .	330	5	9	344	Total, . .	8,631	238	188	9,057

* Including amalgamated Model School Departments.

[Appendix D.

Appendix. D.

Section II., Convent Schools.

APPENDIX D.—ATTENDANCE, &c., AT SCHOOLS OF SPECIAL CHARACTER

I.—CONVENT AND MONASTERY SCHOOLS.

(*a*.) Convent Schools paid by Capitation; (*b*.) Convent Schools paid by Classification; (*c*.) Monastery Schools paid by Capitation; (*d*.) Monastery Schools paid by Classification; (*e*.) Summary according to Religious Orders; and (*f*.) General Summary.

(*a*.)—TWO HUNDRED AND SEVENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results' Year.	Average Daily Attendance.
ULSTER.						
Co. ANTRIM, .	6	4224	Lisborn, . . f.	Sacred Heart, . .	233	167
„ .	–	7059	Crumlin-road, . f.	Sisters of Mercy, .	302	232
„ .	–	10568	St. Catherine's, . . f.	Dominican, . .	354	236
„ .	–	13343	Star of the Sea, . f.	Sisters of Mercy, .	314	201
„ .	–	14188	St. Joseph's, Crumlin-road, . . . f.	do., . .	141	64
„ .	9	8056	St. Malachy's, . f.	do., . .	425	310
	6			Total, . .	1,769	1,210
Co. ARMAGH, .	11	9719	Edward-street, . f.	Sisters of Mercy, .	592	434
„ .	–	„	do, . . evg.	do., . . .	154	56
„ .	16	6220	Mt. St. Catherine, .	Sacred Heart, . .	341	222
„ .	–	10856	Keady, . . . f.	Poor Clares, . .	199	141
„ .	19	7508	Canal-street, . . f.	Sisters of Mercy, .	436	289
„ .	–	13868	Magherahely, . f.	do., . . .	259	153
	5			Total, . .	1,981	1,295
Co. CAVAN, .	23	8490	Cavan, ... f.	Poor Clares, . .	260	189
„ .	–	10176	Ballyjamesduff, . f.	do., . .	154	107
„ .	–	11789	Belturbet, . . f.	Sisters of Mercy, . .	176	131
„ .	24	12093	Cootehill, . . i.	do., . . .	105	49
	4			Total, . .	695	476
Co. DONEGAL, .	1	2336	Letterkenny, . f.	Loretto, . . .	125	71
„ .	2	2055	Glentugher, sen., m. & f.	Sisters of Mercy, .	90	58
„ .	–	9278	Moville, . . f.	do., . . .	150	110
„ .	–	10689	St. Patrick's, . . f.	do., . . .	126	95
„ .	5	7593	Ballyshannon (2), f.	do., . . .	186	116
	5			Total, . .	677	450
Co. DOWN, .	17	10253	Mt. St. Patrick, . f.	Sisters of Mercy, .	305	201
„ .	19	243	St. Clare's, . . f.	Poor Clares, . .	596	377
„ .	–	9725	Rostrevor, . . f.	Sisters of Mercy, .	129	64
„ .	–	13782	Warrenpoint, . f.	do., . . .	122	86
	4			Total, . .	1,152	728
Co. L'DERRY, .	2	6168	St. Eugene's Cathedral, f.	Sisters of Mercy, .	586	401
„ .	–	13212	St. Patrick's (2), . f.	do., . . .	367	243
„ .	–	14598	St. Columb's, . f. i.	do., . . .	182	110
„ .	–	14599	do., . . m. i.	do., . . .	183	136
„ .	–	14915	Nazareth House, . . f.	Sisters of Nazareth, .	128	107
„ .	7	14007	St. Mary's, Magherafelt, f.	Immaculate Conception,	152	113
„ .	–	15066	St. Mary's, . . i.	do., . . .	—	—
	7			Total, . .	1,598	1,110
Co. MONAGHAN, .	24	13899	Carrickmacross, . f.	St. Louis, . . .	252	181
	1			Total, . .	252	181

Appendix.
Section II., D.

Convent Schools.

(a.)—Two Hundred and Seventy-three Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance
ULSTER—*con.*						
Co. Tyrone, .	6	10110	Strabane, . . f.	Sisters of Mercy, . .	481	336
„ .	14	14272	Omagh, . . f.	Loretto, . . .	341	221
„ .	15	13487	Loy, . . . evg.	Sisters of Mercy, . .	108	78
„ .	–	13614	Cookstown, . . f.	do., . . .	227	191
„ .	–	14458	St. Patrick's, . . f.	do., . . .	310	209
	4			Total, . .	1,467	1,036
MUNSTER.						
Co. Clare, .	42	3323	Killaloe, . . f.	Sisters of Mercy, . .	98	74
„ .	–	10644	Ennistymon, . . f.	do., . . .	259	171
„ .	–	12962	Tulla, . . f.	do., . . .	215	160
„ .	45	7315	Ennis, . . f.	do., . . .	558	356
„ .	–	11800	Kilkee, . . f.	do., . . .	282	182
„ .	–	13374	Kilrush, . . f.	do., . . .	511	323
	6			Total, . .	1,923	1,266
Co. Cork, .	48	512	Midleton, . . f.	Presentation, . .	592	397
„ .	–	3828	Youghal, . . f.	do., . .	550	392
„ .	–	6378	Queenstown, . f.	Sisters of Mercy, . .	849	333
„ .	–	7419	St. Mary's (Carrigtwohill) f.	Poor Servants of the Mother of God and the Poor.	195	123
„ .	–	13450	Rushbrook, . . f.	Sisters of Mercy, . .	110	89
„ .	52	1541	Charleville, . . f.	do., . . .	104	84
„ .	–	13031	St. Joseph's, . . i.	do., . . .	260	160
„ .	55	2278	Millstreet, . . f.	Presentation, . .	325	233
„ .	–	10047	Macroom, . . f.	Sisters of Mercy, . .	513	387
„ .	–	10232	Kanturk, . . f.	do., . . .	229	164
„ .	56	2258	Fermoy, . . f.	Presentation, . .	518	346
„ .	–	4268	Doneraile, . . f.	do., . . .	171	134
„ .	–	4630	Mallow, . . f.	Sisters of Mercy, . .	472	316
„ .	–	11855	Buttevant, . .. f.	do., . . .	153	88
„ .	–	12791	Mitchelstown, .. f.	Presentation, . .	356	243
„ .	58	9161	Bantry, . . f.	Sisters of Mercy, . .	369	260
„ .	–	13372	St. Patrick's, . m.i.	do., . . .	107	65
„ .	59	1274	Ardagh (1), . f.	do., . . .	323	213
„ .	–	7651	Clonakilty, . . f.	do., . . .	419	262
„ .	–	8430	Skibbereen, . . f.	do., . . .	367	232
„ .	–	13661	St. Mary's, . . f.	Sisters of Charity, .	224	188
„ .	–	13662	Do., . .. i.	do., . . .	229	146
„ .	60	4572	Kinsale, . . f.	Sisters of Mercy, . .	665	450
„ .	–	5257	Bandon, . . f.	Presentation, . .	507	356
„ .	–	6153	St. Finbar's, . . f.	do., . . .	1,144	785
„ .	–	12210	Clarence-street, . i.	do., . . .	580	375
„ .	–	13696	St. Vincent's, . f.	Sisters of Charity, .	957	675
„ .	–	„	Do., . . evg.	do., . . .	69	26
„ .	–	14000	St. Joseph's, . . i.	Sisters of Mercy, . .	1,122	706
„ .	–	14105	Clarence-street, . f.	Presentation, . .	608	388
„ .	–	14594	St. Joseph's, . m.i.	do., . . .	192	126
„ .	–	5940	Blackrock, . . f.	Ursuline, . . .	126	31
„ .	60A	8414	Passage West, . f.	Sisters of Mercy, . .	320	237
	32			Total, . .	13,732	9,297
Co. Kerry, .	39	4062	Listowel, . . f.	Presentation, . .	521	370
„ .	–	11840	Lixnaw, . . f.	do., . .	188	134
„ .	–	13233	Ballybunion, . . f.	Sisters of Mercy, . .	153	103
„ .	54	1859	Milltown, . . f.	Presentation, . .	166	112
„ .	–	6215	Castleisland, . . f.	do., . . .	511	391
„ .	–	13530	Moyderwell, . . f.	Sisters of Mercy, . .	641	343
„ .	–	13615	Tralee (2), . . f.	do., . . .	354	350
„ .	57	10050	St. Gertrude's, . f.	Loretto, . . .	57	42
	8			Total, . .	2,591	1,861

(a.)—TWO HUNDRED AND SEVENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

Appendix.
Section II. D.
Convent Schools.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
MUNSTER—*con.*						
Co. LIMERICK,	39	7439	Abbeyfeale, f.	Sisters of Mercy,	284	198
„	46	7515	Cappamore, f.	do.,	204	141
„	–	14625	Doon, f.	do.,	231	146
„	–	13098	Hospital, f.	Presentation,	401	352
„	51	570	SS. Mary and Munchin's, f.	Sisters of Mercy,	785	556
„	–	5143	Pery-square, f.	do.,	256	174
„	–	5547	Sexton-street, f.	Presentation,	635	414
„	–	6936	St. John's-square, f.	Sisters of Mercy,	694	494
„	–	9296	Adare, f.	do.,	110	75
„	–	10884	Mt. St. Vincent, f.	do.,	199	150
„	–	11197	Bruff, f.	Faithful Companions of Jesus,	224	154
„	–	12718	St. Vincent de Paul, i.	Sisters of Mercy,	495	279
„	–	13460	St. Mary's, m. l.	do.,	267	170
„	–	14199	St. John's, m. l.	do.,	244	158
„	–	14596	Sexton-street, i.	Presentation,	444	250
„	52	6032	St. Catherine's, f.	Sisters of Mercy,	229	183
„	–	6569	St. Anne's, f.	do.,	271	218
„	–	12975	St. Joseph's, l.	do.,	236	158
	–	13716	Ballingarry, f.	do.,	188	121
	19			Total,	6,397	4,391
Co. TIPPERARY,	36	2133	Airhill, f.	Sacred Heart,	271	201
„	–	7392	Nenagh, f.	Sisters of Mercy,	467	308
„	–	13371	Borrisokane, f.	do.,	193	142
„	43	3486	Borrisoleigh, f.	do.,	130	99
„	–	4068	Thurles, f.	Presentation,	580	418
„	–	9407	Templemore, f.	Sisters of Mercy,	207	151
„	–	10679	Ballingarry, f.	Presentation,	158	96
„	–	12751	Tonagha, f.	Sisters of Mercy,	97	59
„	46	9432	Tipperary, f.	do.,	454	293
„	53	581	Cashel, f.	Presentation,	404	260
„	–	4133	Clogheen, f.	Sisters of Mercy,	79	62
„	–	7232	Drangan, f.	do.,	140	108
„	–	8903	Fethard, f.	Presentation,	301	203
„	–	10120	Cahir, f.	Sisters of Mercy,	320	216
„	–	10437	Ballyporeen, f.	do.,	174	126
„	–	11872	Carrick-on-Suir, f.	Presentation,	598	468
„	–	12349	Morton-street, f.	Sisters of Charity,	674	414
„	–	13107	St. Joseph's (Carrick-on-Suir), f.	Sisters of Mercy,	233	160
„	–	13186	Clogheen, l.	do.,	115	79
„	–	13404	New Inn, f.	do.,	122	82
	20			Total,	5,715	3,965
Co. WATERFORD,	48	3228	Cappoquin, f.	Sisters of Mercy,	116	101
„	–	12911	Lismore, f.	Presentation,	229	167
„	–	14627	Cappoquin, i.	Sisters of Mercy,	125	94
„	49	11556	Kilmacthomas, f.	do.,	132	80
„	–	11944	Waterford, f.	Presentation,	504	285
„	–	12007	Ferrybank, f.	Sacred Heart,	226	137
„	–	12007	Dungarvan (2), f.	Presentation,	273	197
„	–	12334	Star of the Sea, f.	Sisters of Charity,	206	163
„	–	12403	St. Joseph's, f.	do.,	826	621
„	–	12522	Portlew, f.	Sisters of Mercy,	276	193
„	–	12535	St. John's (2), f.	Ursuline,	489	345
„	–	12578	Dunmore, East, f.	Sisters of Mercy,	149	95
„	–	13020	Stradbally, f.	do.,	129	98
„	–	15079	St. Alphonsus, f.	St. John of God,	–	–
„	53	12180	Clonmel, f.	Presentation,	412	254
	15			Total,	4,094	2,835

Appendix. Section II. D.

Convent Schools.

(a.)—Two Hundred and Seventy-three Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Averag Daily Attendanc
LEINSTER.							
Co. Carlow,	44	656	Carlow,	f.	Presentation,	416	282
"	–	10010	do.,	l.	Sisters of Mercy,	161	138
"	–	13507	Tullow,	f.	Brigidine,	315	216
"	47	1926	Bagnalstown,	f.	Presentation,	423	270
	4				Total,	1,333	901
Co. Dublin,	30	1149	King's Inns-st.,	f.	Sisters of Charity,	1026	784
"	–	5933	George's-hill,	f.	Presentation,	659	363
"	–	9932	Stanhope-street,	f.	Sisters of Charity,	706	470
"	–	11883	Baldoyle,	f.	do.,	105	112
"	–	12408	Cabra,	f.	Dominican,	146	90
"	–	12448	Gardiner-street,	f.	Sisters of Charity,	1,514	999
"	–	13887	Mount Sackville,	f.	St. Joseph's,	120	72
"	–	14515	East Wall,	f.	Sisters of Charity,	258	175
"	–	15056	St. Vincent's,	f.	do.,	–	–
"	30A	743	St. James's (1),	f.	St. Joseph's,	821	408
"	–	13147	Lucan,	f.	Presentation,	223	143
"	37	2018	Baggot-street,	f.	Sisters of Mercy,	1,286	787
"	–	7032	Leeson-lane,	f.	Loretto,	621	385
"	–	7546	Golden Bridge,	f.	Sisters of Mercy,	881	348
"	–	7083	Clondalkin,	f.	Presentation,	233	153
"	–	11064	Weaver's-square,	f.	Sisters of Mercy,	1,004	697
"	–	12471	Our Lady's Mount,	f.	Sisters of Charity,	368	287
"	–	13611	Warrenmount,	f.	Presentation,	869	498
"	40	1985	Booterstown,	f.	Sisters of Mercy,	223	131
"	–	5600	Kingstown,	f.	Dominican,	1115	736
"	–	11032	Mount Anville,	f.	Sacred Heart,	103	76
"	–	11894	Sandymount,	f.	Sisters of Charity,	319	200
"	–	12509	St. Anne's,	f.	do.,	183	121
"	–	14586	Blackrock,	f.	Sisters of Mercy,	539	350
"	40A	729	Loretto,	f.	Loretto,	154	89
"	–	7182	Dalkey,	f.	do.,	247	161
"	–	7608	Glasthule,	f.	Sisters of Mercy,	325	203
"	–	11569	Townsend-street,	f.	do.,	785	491
"	–	13812	St. Joseph's, Terenure,	f.	Presentation,	899	221
	29				Total,	15,042	9,499
Co. Kildare,	37	779	Maynooth,	f.	Presentation,	237	160
"	–	1151	Clane,	f.	do.,	117	72
"	–	3240	Naas,	f.	Sisters of Mercy,	347	195
"	–	11976	Kilcock,	f.	Presentation,	202	158
"	44	771	Kildare,	f.	do.,	329	240
"	–	2106	Newbridge,	f.	Immaculate Conception,	244	133
"	–	11745	Great Connell,	f.	do.,	117	67
"	–	11806	Kilcullen,	f.	Sacred Heart,	174	109
"	–	13378	St. Michael's (Athy),	f.	Sisters of Mercy,	578	342
	9				Total,	2,540	1,496
Co. Kilkenny,	47	13885	Kilkenny,	f.	Presentation,	741	519
"	–	2101	Thomastown,	f.	Sisters of Mercy,	131	89
"	–	9134	Goresbridge,	f.	Brigidine,	163	100
"	–	10478	St. Patrick's,	f.	St. John of God,	825	213
"	–	10835	Castlecomer,	f.	Presentation,	309	219
"	–	11175	Thomastown,	i.	Sisters of Mercy,	148	100
"	–	13675	Callan Lodge,	f.	do.,	340	250
"	49	5437	Mooncoin,	f.	Presentation,	165	106
	8				Total,	2,317	1,605

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(*a.*)—TWO HUNDRED AND SEVENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance
LEINSTER—*con.*						
KING'S CO., .	36	3220	Birr, . f.	Sisters of Mercy, . .	311	231
" .	–	5913	Frankford, . . f.	do., . . .	202	155
" .	–	13503	St. Rynagh's (Banagher) f.	Sacred Heart, . .	193	126
" .	41	823	Killina, . . f.	Presentation, . .	158	93
" .	–	2080	Tullamore, . . f.	Sisters of Mercy, . .	582	382
" .	–	7471	Portarlington, . f.	Presentation, . .	297	192
" .	–	13118	Clara, . . . f.	Sisters of Mercy, . .	287	191
	7			Total, .	2,028	1,372
CO. LONGFORD, .	28	12942	St. Joseph's, . . f.	Sisters of Mercy, . .	462	278
" .	–	13846	Granard, . . f.	do., . . .	201	109
" .	33	3865	Ballymahon, . f.	do., . . .	156	101
	3			Total, . .	819	488
CO. LOUTH, .	25	851	Drogheda, . . f.	Presentation, . .	611	452
" .	–	5387	Dundalk (2), . f.	Sisters of Mercy, . .	919	726
" .	–	8445	Ardee (2), . . f.	do., . . .	241	120
" .	–	10475	Drogheda, . . i.	Sisters of Charity, .	250	195
" .	–	14651	Castletown Road, . f.	Sisters of Mercy, . .	261	180
	5			Total, . .	2,282	1,673
CO. MEATH, .	25	8052	St. Mary's, . . f.	Sisters of Mercy, . .	350	242
" .	29	883	Navan (1), . . f.	Loretto, . . .	328	246
" .	–	7472	Do. (2), . . f.	Sisters of Mercy, . .	598	418
" .	–	10913	Trim, . . . f.	do., . . .	254	157
" .	–	12068	Kells, . . . f.	do., . . .	487	353
	5			Total, . .	2,017	1,416
QUEEN'S CO., .	41	1556	Ballyroan, . . f.	Brigidine, . . .	96	65
" .	–	7183	Mountmellick, . f.	Presentation, . .	248	200
" .	–	7442	Borris-in-Ossory, . f.	Sisters of Mercy, . .	125	87
" .	–	13343	Coote-street, . f.	Brigidine, . . .	188	133
" .	–	13386	Maryborough, . f.	Presentation, . .	418	269
" .	–	13613	Abbeyleix, . . f.	Brigidine. . .	228	154
" .	44	13937	Stradbally, . . f.	Presentation, . .	195	142
	7			Total, . .	1,493	1,050
CO. WESTMEATH,	33	934	Mullingar, . . f.	Presentation, . .	445	270
" .	–	8682	Moate, . . . f.	Sisters of Mercy, . .	276	165
" .	–	14603	Rochford Bridge, . f.	do., . . .	169	106
" .	35	13417	St. Mary's, . . f.	Sacred Heart, . .	315	191
" .	41	12179	Kilbeggan, . . f.	Sisters of Mercy, . .	276	178
	5			Total, . .	1,471	919

Appendix, Section II., D.

Convent Schools.

(*a.*)—TWO HUNDRED AND SEVENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance
LEINSTER—*con.*						
CO. WEXFORD, .	49	967	New Ross (1), . f.	Carmelite, . . .	425	290
,, .	–	10622	Ramsgrange, . f	St. Louis, . . .	84	55
,, .	–	14644	St. Joseph's, . . f.	Sisters of Mercy, . .	330	214
,, .	–	14755	Ballyhack, . . f.	St. Louis, . . .	85	65
,, .	50	969	Wexford, . . f.	Presentation, . .	708	406
,, .	–	3634	Newtownbarry, . f.	Faithful Companions, .	131	94
,, .	–	3824	Gorey, . . f.	Loretto, . . .	233	106
,, .	–	6058	Presentation Convent, Enniscorthy, . . f.	Presentation, . .	472	266
,, .	–	8321	Templeshannon, . f.	Sisters of Mercy, . .	342	204
,, .	–	11361	Faythe, . . f.	St. John of God, .	419	347
,, .	–	11980	Summerhill, . . f.	Sisters of Mercy, . .	176	108
,, .	–	12968	Wexford (2), . f.	do., . .	488	353
	12			Total, . .	3,893	2,[illegible]
CO. WICKLOW, .	40	7180	Bray (2), . . f.	Loretto, . . .	305	218
,, .	–	10162	St. Michael's, . f.	Sisters of Mercy, . .	101	72
,, .	–	10418	Wicklow, . . f.	Dominican, . .	317	208
,, .	–	13932	Arklow, . . f.	Sisters of Mercy, . .	396	270
,, .	44	14658	Baltinglass, . . f.	Presentation, . .	230	162
	5			Total, . .	1,349	930
CONNAUGHT.						
CO. GALWAY, .	32	12234	Tuam, . . . f.	Presentation, . .	278	173
,, .	–	12250	Do. (3), . . f.	Sisters of Mercy, . .	402	228
,, .	34	1018	Rahoon, . . f.	Presentation, . .	410	287
,, .	–	4515	Newtownsmith, . f.	Sisters of Mercy, . .	543	394
,, .	–	12243	Carna, . . f.	do., . . .	79	42
,, .	–	13190	Clifden, . . f.	do., . . .	194	126
,, .	–	13439	Oughterard, . . f.	do., . . .	270	194
,, .	34A	12181	Clarenbridge, . f.	Sisters of Charity, .	130	77
,, .	–	13365	Oranmore, . . f.	Presentation, . .	135	77
,, .	35	6632	St. Vincent's, . f.	Sisters of Mercy, . .	363	291
,, .	–	6839	Ballinasloe, . f.	do., . . .	415	301
,, .	–	14159	St. Joseph's, . . f.	do., . . .	204	144
,, .	42	11787	Kinvara, . . f.	do., . . .	177	111
,, .	–	13208	Gort (2), . . f.	do., . . .	322	199
	14			Total, . .	3,920	2,644
CO. LEITRIM, .	28	13770	Mohill, . . f.	Sisters of Mercy, . .	206	151
,, .	31	2821	Ballinamore, . . i.	do., . . .	98	59
,, .	–	12940	Car.-on-Shannon . f.	Marist, . . .	250	197
,, .	–	13614	Ballinamore, . . f.	Sisters of Mercy, . .	66	46
	4			Total, . .	620	453
CO. MAYO, .	20	14176	St. John's (Foxford), f.	Sisters of Charity, .	90	66
,, .	–	14845	Do., . i.	do., . . .	100	61
,, .	21	7713	Swineford, . . f.	Sisters of Mercy, . .	249	154
,, .	–	13302	St. Fras. Xavier's, . f.	Sisters of Charity, .	250	164
,, .	–	,,	Do., . . evg.	do., . . .	40	27
,, .	26	12255	St. Patrick's, . f.	Sisters of Mercy. .	584	359
,, .	–	13517	St Joseph's, . . f.	do., . . .	185	126
,, .	–	14410	St. Angela's, . f.	do., . . .	430	293
,, .	32	12239	Mt. St. Michael's, f.	do., . . .	383	231
,, .	–	13502	Ballinrobe, . . f.	do., . . .	352	229
	9			Total, . .	2,621	1,720

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(a.)—TWO HUNDRED AND SEVENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
CONNAUGHT—*con.*						
Co. ROSCOMMON,	22	10520	Abbeytown, . . f.	Sisters of Mercy, . .	301	188
" .	27	6908	Strokestown, . f.	do., ...	252	194
" .	–	7238	Roscommon, . . f.	do., ...	486	374
" .	–	10088	Abbeycartron, . f.	do., ...	214	143
" .	–	13198	St. Anne's, . . f	do., ...	382	292
" .	35	7722	St. Peter's, . . f.	do., ...	400	282
" .	–	12754	St. Joseph's, Summerhill. . f.	do., ...	115	77
	7			Total, . .	2,150	1,550
Co. SLIGO, .	12	13240	St. Patrick's, . f.	Sisters of Mercy, . .	614	445
" .	–	14346	Do., . . m.i.	do., . . .	235	169
" .	–	14156	St. Vincent's, . f.	Ursuline, . . .	144	105
" .	21	11887	Banada, . . f.	Sisters of Charity, .	116	78
	4			Total, . .	1,109	797

SUMMARY OF CONVENT SCHOOLS PAID by CAPITATION.

No. of Schools.	County.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
6	Antrim, . . .	1,769	1,210
5	Armagh, . . .	1,981	1,295
4	Cavan, . . .	695	476
5	Donegal, . . .	677	450
4	Down, . . .	1,152	728
–	Fermanagh, . .	–	–
7	Londonderry, . .	1,598	1,110
1	Monaghan, . . .	252	181
4	Tyrone, . . .	1,467	1,035
35	Total for Ulster, .	9,591	8,485
6	Clare, . . .	1,923	1,266
32	Cork, . . .	13,782	9,297
8	Kerry, . . .	2,591	1,981
19	Limerick, . . .	6,397	4,391
20	Tipperary, . . .	5,715	3,965
15	Waterford, . . .	4,094	2,835
100	Total for Munster, .	34,452	23,733
4	Carlow, . . .	1,333	901
29	Dublin, . . .	15,042	9,499
9	Kildare, . . .	2,340	1,496
8	Kilkenny, . . .	2,317	1,605
7	King's, . . .	2,028	1,372

No. of Schools.	County.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
3	Longford, . . .	619	488
5	Louth, . . .	2,282	1,673
5	Meath, . . .	2,017	1,416
7	Queen's, . . .	1,493	1,050
5	Westmeath, . .	1,471	919
12	Wexford, . . .	3,893	2,648
5	Wicklow, . . .	1,849	930
99	Total for Leinster, .	36,384	23,997
14	Galway, . . .	3,920	2,644
4	Leitrim, . . .	620	453
9	Mayo, . . .	2,621	1,720
7	Roscommon, . .	2,150	1,550
4	Sligo, . . .	1,109	797
38	Total for Connaught, .	10,420	7,164
36	Schools in Ulster, .	9,591	6,485
100	" Munster, .	34,452	23,735
99	" Leinster, .	36,384	23,987
38	" Connaught, .	10,420	7,164
273	Gross Total of Convent Capitation Cases. .	90,847	61,381

Appendix.
Section II., D.
Convent Schools.

(*b*.)—TWENTY-ONE CONVENT NATIONAL SCHOOLS PAID BY CLASSIFICATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
ULSTER.							
Co. ARMAGH, .	11	12441	Portadown, .	f.	Presentation, . .	211	135
„ .	18	11752	Middletown (2), .	f.	St. Louis, . . .	151	100
	2				Total, . .	362	235
Co. DONEGAL, .	5	14531	Bundoran, . .	f.	St. Louis, . . .	124	74
	1				Total, .	124	74
Co. FERMANAGH,	13	13401	Enniskillen, . .	f.	Sisters of Mercy, . .	245	158
	1				Total, .	245	158
Co. MONAGHAN,	18	359	Monaghan, . .	f.	St. Louis, . . .	296	207
	1				Total, .	296	207
MUNSTER.							
Co. CORK, .	58	18762	Castletown, . .	f.	Sisters of Mercy, . .	190	140
„ .	60	13910	Crosshaven, . .	f.	Presentation, . .	251	178
	2				Total, . .	441	318
Co. KERRY, .	54	538	Dingle, . .	f.	Presentation, . .	511	347
„ .	–	545	Tralee, . . .	f.	do., . .	648	454
„ .	55	13742	Rathmore, . .	f.	do., . .	269	186
„ .	57	13051	Killarney, . .	f.	do., . .	359	266
„ .	–	13381	Do. (2), .	f.	Sisters of Mercy, . .	414	280
„ .	–	13542	Cahersiveen, . .	f.	Presentation, . .	350	240
„ .	58	8320	Kenmare, . .	f.	Poor Clares, . .	361	258
	7				Total, . .	2,912	2,031
Co. WATERFORD,	48	1289	Tallow, . .	f.	Carmelite, . . .	150	100
„ .	49	11461	Dungarvan, . .	f.	Sisters of Mercy, .	185	142
„ .	–	13473	Do., . .	i.	do., . . .	192	140
	3				Total, . .	527	382
LEINSTER.							
Co. KILDARE, .	41	11336	Rathangan, . .	f.	Sisters of Mercy, . .	206	127
	1				Total, . .	206	127

Appendix.
Section II., D.
Convent Schools.

(*b.*)—TWENTY-ONE CONVENT NATIONAL SCHOOLS PAID BY CLASSIFICATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
LEINSTER—*continued.*							
Co. LONGFORD, .	28	8546	Newtownforbes, .	f.	Sisters of Mercy, . .	106	68
	1				Total, . .	106	68
CONNAUGHT.							
Co. MAYO, .	20	5215	Ballina, . .	f.	Sisters of Mercy, . .	218	151
„ .	–	12961	Do., . .	i.	do., . . .	201	135
	2				Total, .	419	286
Total of Convent Classification Schools.	21				Gross Total of Convent Classification Cases, .	5,638	3,886

Monastery Schools.

(*c.*)—THREE MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
MUNSTER.							
Co. CORK, .	60	5669	Gt. George's-street,	m.	Presentation, .	373	231
„ .	–	5999	Douglas-street, .	m.	*Do.*, .	784	467
	2				Total, . .	1,157	698
Co. KERRY, .	54	3655	Milltown, . .	m.	Presentation, .	154	112
	1				Total, . .	154	112
Total of Monastery Capitation Schools.	3				Gross Total of Monastery Capitation Cases, . .	1,611	810

Appendix. Section II., D. Monastery Schools.

(*d.*)—FORTY MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
ULSTER.						
Co. ARMAGH, .	16	7181	Crossmore Keady, m.	Brothers of the Christian Schools, . . .	107	69
	1			Total, :	107	69
Co. DONEGAL, .	1	14628	Letterkenny, . m.	Presentation, . .	137	102
	1			Total, . .	137	102
Co. DOWN, .	17	9428	John-street, . . m.	Brothers of the Christian Schools, . . .	100	68
	1			Total, .	100	68
MUNSTER.						
Co. CORK,	48	1387	St. Joseph's, Cove (1) m.	Presentation, . .	216	199
" .	–	1502	Do. (2), . m.	do., . . .	258	178
" .	56	12519	Mallow, . . m.	Patrician, . . .	369	247
" .	55	14784	St. Patrick's (Dunmanway). m.	Brothers of the Christian Schools, . . .	202	124
" .	60	12473	Greenmount, . m.	Presentation, . .	384	281
" .	–	14403	St. John's, Kinsale, m.	do., . . .	281	224
	6			Total, . .	1,705	1,253
Co. KERRY, .	57	1793	Killarney, . . m.	Presentation, . .	249	185
	1			Total, . . .	249	185
Co. LIMERICK, .	46	6543	Hospital. . . m.	Brothers of the Christian Schools, . . .	191	155
	1			Total, . .	191	155
Co. TIPPERARY,	53	13014	Fethard, . m.	Patrician, . . .	169	120
	1			Total, . .	169	120
Co. WATERFORD,	49	13566	St. Stephen's, . m.	Brothers of the Christian Schools, . . .	513	340
" .	–	15022	De La Salle, . m.	do., . . .	77	58
	2			Total, . .	590	398
LEINSTER.						
Co. CARLOW, .	44	681	Tullow, . . m.	Patrician, . .	149	104
" .	47	13105	St. Bridget's, . m.	Brothers of the Christian Schools, . . .	213	138
	2			Total, . .	362	242
Co. KILDARE, .	44	12747	Kildare, . . m.	Brothers of the Christian Schools, . . .	126	84
	1			Total . .	128	84
Co. KILKENNY, .	47	13265	St. Patrick's, . m.	Brothers of the Christian Schools, . . .	167	117
	1			Total, . .	167	117

Appendix.
Section II. D.
Monastery Schools.

(*d.*)—FORTY MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance
LEINSTER—*con.*						
KING'S CO., .	36	12370	St. Brendan's, . m.	Presentation, . .	332	224
" .	41	6583	Clera, . . . m.	Franciscan, . .	283	181
	2			Total, . .	615	405
CO. LOUTH, . .	25	2094	Ardee, . . m.	Brothers of the Christian Schools, . . .	225	140
	1			Total, . .	225	140
QUEEN'S CO., .	41	918	Castletown, . . m.	Brothers of the Christian Schools, . . .	62	44
" .	–	7636	Coote-street, . . m.	Patrician, . . .	172	125
	2			Total, . .	234	169
CO. WESTMEATH,	35	12904	St. Mary's, . . m.	Marist, . . .	180	151
" .	–	13756	Do., . prep. m.	do., . . .	118	82
	2			Total, . .	298	233
CONNAUGHT.						
CO. GALWAY, .	27	12493	Kilkerrin, . m.	Franciscan, . .	134	70
" .	32	12528	Curry, . . m.	do., . . .	112	71
" .	34	1016	Galway, . . m.	Patrician, . . .	285	165
" .	–	12672	Nun's Island, . m.	do., . . .	156	106
" .	–	13906	Galway, . m. inft.	do., . . .	110	69
" .	34A	12765	Carrabeg, . . m.	Franciscan, . .	147	81
	6			Total, . .	894	562
CO. LEITRIM, .	31	14494	St. Mary's (Carrick-on-Shannon), . . m.	Presentation, . .	132	97
	1			Total, . .	132	97
CO. MAYO, .	21	13709	St. John's (Ballaghaderreen), . . m.	Brothers of the Christian Schools, . . .	165	119
" .	26	12621	Treenlaur, . . m.	Franciscan, . . .	109	63
" .	–	12727	Errew, . . m.	do., . . .	71	40
" .	–	13130	Bunnacurry, . m.	do., . . .	46	28
" .	–	13347	St. Patrick's, . m.	Brothers of the Christian Schools, . . .	259	181
	5			Total, . .	650	430
CO. ROSCOMMON,	22	15086	St. Joseph's (Boyle), m.	Presentation, . .	169	94
" .	27	12594	Highlake, . . m.	Franciscan, . . .	81	45
" .	32	12357	Granlahan, . . m.	do., . . .	128	75
	3			Total, . .	380	214
Total of Monastery Classification Schools.	40			Gross Total of Monastery Classification Cases,	7,333	5,043

Appendix.
Section II., D.
Summary of Convent and Monastery Schools.

(e.)—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Religious Order.	Capitation Schools.	Classification Schools.	Total.
Sisters of Mercy.	147	9	156
Presentation, ...	54	7	61
Sisters of Charity, ...	22	–	22
Loretto, ...	9	–	9
Sacred Heart, ...	8	–	8
St. Louis, ...	3	3	6
Poor Clares, ...	4	1	5
Brigidine, ...	5	–	5
Dominican, ...	4	–	4
Immaculate Conception, ...	4	–	4
Ursuline, ...	3	–	3
St. John of God, ...	3	–	3
Carmelite.	1	1	2
Faithful Companions of Jesus, . . .	1	–	1
St. Joseph, ...	1	–	1
Marist, ...	1	–	1
Poor Servants of the Mother of God and the Poor, .	1	–	1
Sisters of Nazareth, ...	1	–	1
Faithful Companions, ...	1	–	1
Total Convent National Schools, . .	273	21	294

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools, . . .	–	13	13
Presentation, ...	3	9	12
Franciscan, ...	–	9	9
Patrician, ...	–	7	
Marist, ...	–	2	
Total Monastery National Schools, .	3	40	43
GROSS TOTAL—Convent and Monastery National Schools, . . .	276	61	337

(f.)—GENERAL SUMMARY—SCHOOLS AND ATTENDANCE.

—	PAID BY CAPITATION.			PAID BY CLASSIFICATION.			TOTAL.		
	No. of Schools.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
Convents, . .	273	90,847	61,381	21	5,638	3,886	294	96,485	65,267
Monasteries, .	3	1,311	810	40	7,333	3,043	43	8,644	5,853
Total, .	*276	92,158	62,191	61	12,971	8,929	337	105,129	71,120

* The numbers of these Schools receiving the higher merit grant in 1897 were 266 Convent and 2 Monastery Schools.

Appendix.
Section II.
D.
Workhouse Schools.

II. (*a.*)—List of One Hundred and Fifty-four Workhouse Schools in connexion on 31st December, 1897, with the Number of Pupils on Rolls on last day of Results year of each School examined in 1897, and the Average Daily Attendance of Pupils.

District.	Roll No.	County and School.	No. of Pupils on Rolls on last day of Results year.	Average Attendance
		Antrim.		
3	3680	Ballymoney, . .	21	23
4	3652	Ballycastle, .	12	10
-	3848	Ballymena, .	22	28
8	8781	Lisburn, . .	21	15
8A	3653	Larne, . .	19	18
-	6314	Antrim, . .	21	21
9	3048	Belfast, . .	299	208
	7	Total, . .	415	323
		Armagh.		
11	11800	Lurgan, . .	21	13
18	10412	Armagh, . .	23	14
19	10280	Newry, . .	11	10
	3	Total, . .	55	37
		Cavan.		
23	3420	Cavan, . .	33	28
24	3447	Bailieborough, .	24	18
-	3644	Cootehill, . .	4	4
31	6910	Bawnboy, . .	11	9
	4	Total, . .	72	59
		Donegal.		
1	4932	Milford, . .	12	9
-	4975	Letterkenny, .	7	0
-	7714	Glenties, . .	Inoperative.	
2	3863	Innishowen, .	20	11
5	4318	Donegal, . .	10	6
-	4339	Ballyshannon, .	17	11
6	13754	Stranorlar, .	15	14
	7	Total, . .	81	59
		Down.		
10	3350	Newtownards, .	41	34
11	3068	Banbridge, .	20	13
17	10870	Downpatrick, .	15	9
19	11820	Kilkeel, . .	10	15
	4	Total, . .	86	71
		Fermanagh.		
13	10795	Enniskillen, .	32	24
-	11366	Lisnaskea, .	11	10
14	11404	Irvinestown, .	14	13
	3	Total, . .	57	47
		Londonderry.		
2	3881	Londonderry, .	28	15
2A	9587	Limavady, .	15	15
3	3381	Coleraine, . .	13	13
7	10525	Magherafelt, .	19	21
	4	Total, . .	70	64
		Monaghan.		
18	8888	Monaghan, .	13	10
-	7812	Clones, . .	17	14
-	7884	Castleblayney, .	24	20
24	3668	Carrickmacross,	17	15
	4	Total, . .	71	59
		Tyrone.		
6	3039	Castlederg, .	6	5
-	6315	Strabane, . .	27	20
14	11354	Clogher, . .	5	6
15	5074	Cookstown, .	10	9
-	9522	Dungannon, .	Inoperative.	
	5	Total, . .	48	40
		Clare.		
42	3408	Scariff, . .	14	10
-	3534	Ennistymon, .	29	27
-	6130	Tulla, . .	24	18
-	6359	Ballyvaughan, .	16	14
-	6595	Corofin, . .	10	9
45	3288	Ennis, . .	111	100
-	3489	Kilrush, . .	60	39
-	6224	Killadysert, .	20	18
	8	Total, . .	284	235
		Cork.		
48	3167	Midleton, . .	35	35
-	6121	Youghal, . .	23	25
55	3923	Kanturk, . .	46	42
-	4896	Macroom, . .	17	15
-	6012	Millstreet, .	29	30
56	3242	Fermoy, . .	13	16
-	3651	Mallow, . .	15	12
-	6216	Mitchelstown, .	24	23

Appendix, Section II, D. — Workhouse Schools.

WORKHOUSE SCHOOLS—*continued.*

District.	Roll No.	County and School.	No. of Pupils on Rolls on last day of Results year.	Average Attendance
		CORK—*continued.*		
58	4411	Bantry, . .	18	21
–	5993	Castletown, .	8	7
–	6140	Schull, . .	4	3
59	3417	Skibbereen, .	34	32
–	3565	Dunmanway, .	7	8
–	6949	Clonakilty, .	36	30
60	3545	Cork, . .	368	166
–	4925	Kinsale, . .	15	13
–	8123	Bandon, . .	25	18
	17	Total, . .	717	496
		KERRY.		
39	4314	Listowel, . .	25	25
54	3860	Tralee, . .	61	53
–	5324	Dingle, . .	27	24
57	4340	Killarney, .	52	48
–	4896	Cahersiveen, .	3	4
58	4670	Kenmare, . .	19	17
	6	Total, . .	187	171
		LIMERICK.		
46	3066	Kilmallock, .	45	28
51	5058	Limerick, . .	139	115
52	3040	Newcastle, .	15	11
–	3415	Rathkeale, .	37	19
–	6013	Croom, . .	23	16
	5	Total, .	259	189
		TIPPERARY.		
38	3414	Roscrea, . .	36	32
–	3518	Nenagh, . .	26	17
–	9031	Borrisokane, .	6	7
43	3647	Thurles, . .	34	33
46	3142	Tipperary, . .	81	74
53	3363	Cashel, . .	65	57
–	3445	Clogheen, . .	34	30
–	3516	Carrick-on-Suir,	61	41
–	12363	Clonmel, . .	52	36
	9	Total, . .	385	327
		WATERFORD.		
48	3413	Lismore, . .	19	18
49	12220	Dungarvan, .	40	32
–	3826	Waterford, .	118	82
–	6745	Kilmacthomas, .	30	21
	4	Total, .	207	153
		CARLOW.		
44	11154	Carlow, . .	36	40
	1	Total, . .	36	40
		DUBLIN.		
30	3144	Balrothery, .	27	14
–	7187	Dublin, North, .	353	317
40	3265	Rathdown, .	100	87
	3	Total, . .	480	418
		KILDARE.		
37	3155	Naas, . .	42	30
–	8534	Celbridge, .	12	10
44	8862	Athy, . .	28	23
	3	Total, . .	82	63
		KILKENNY.		
43	6625	Urlingford, .	18	12
47	6947	Castlecomer, .	20	20
–	3378	Callan, . .	35	37
–	3507	Kilkenny, .	52	49
–	6278	Thomastown, .	44	33
	5	Total, . .	168	151
		KING'S.		
36	7989	Parsonstown, .	43	30
41	3364	Edenderry, .	16	11
–	3446	Tullamore, .	44	36
	3	Total, . .	103	77
		LONGFORD.		
28	3368	Longford, .	34	31
–	3566	Granard, . .	17	20
33	6811	Ballymahon, .	29	25
	3	Total, .	80	76
		LOUTH.		
25	3377	Dundalk, . .	39	23
–	3322	Ardee, . .	32	28
	2	Total, . .	71	51

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WORKHOUSE SCHOOLS—*continued.*

District.	Roll No.	County and School.	No. of Pupils on Rolls on last day of Results Year.	Average Attendance
		MEATH.		
29	3410	Kells, . .	4	6
-	3544	Oldcastle, . .	9	8
-	14036	Trim District, m.	90	85
-	14106	Do., f.	84	79
	4	Total, . .	187	178
		QUEEN'S.		
41	4315	Mountmellick, .	31	28
-	10810	Abbeyleix, .	27	28
	2	Total, . .	78	56
		WESTMEATH.		
33	3650	Mullingar, .	44	34
-	6366	Delvin, . .	24	21
35	3274	Athlone, . .	33	39
	3	Total, . .	101	94
		WEXFORD.		
49	3520	New Ross, .	100	70
50	3508	Wexford, . .	55	45
-	5674	Enniscorthy, .	51	45
-	10954	Gorey, . .	24	19
	4	Total, . .	230	179
		WICKLOW.		
40	3383	Rathdrum, .	32	25
-	3879	Shillelagh, .	22	17
44	11180	Baltinglass, .	10	12
	3	Total, . .	64	54
		GALWAY.		
27	6733	Glenamaddy, .	20	14
32	5448	Tuam, . .	27	26
34	3366	Galway, . .	62	57
-	3823	Clifden, . .	13	12
-	3992	Oughterard, .	12	12
		GALWAY—*con.*		
33	3366	Loughrea, .	23	16
-	6568	Mountbellew, .	16	12
-	6734	Portumna, .	16	15
-	7019	Ballinasloe, .	64	49
42	3379	Gort, . .	19	16
	10	Total, . .	272	229
		LEITRIM.		
12	3669	Manorhamilton, .	22	19
28	3419	Mohill, . .	25	21
31	3533	Car.-on-Shannon,	31	33
	3	Total, . .	78	73
		MAYO.		
20	3859	Ballina, . .	36	30
-	8474	Belmullet, .	11	9
-	9221	Killala, . .	9	6
21	4895	Swineford, .	20	18
26	4253	Castlebar, . .	7	7
-	4727	Westport, . .	20	16
32	5117	Ballinrobe, .	28	29
-	6143	Claremorris, .	12	12
	8	Total, . .	143	127
		ROSCOMMON.		
22	3289	Boyle, . .	33	36
27	3878	Roscommon, .	23	20
-	4933	Castlerea, . .	26	21
-	6122	Strokestown, .	22	16
	4	Total, . .	104	93
		SLIGO.		
12	3339	Sligo, . .	43	35
20	6500	Dromore West, .	6	7
21	8219	Tobercurry, .	14	12
	3	Total, . .	63	54

[SUMMARY

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Appendix. Section II., D. — Summary of Workhouse Schools.

SUMMARY OF WORKHOUSE SCHOOLS IN CONNEXION.

No. of Schools.	County.	Number of Pupils on Rolls on last day of Results Year.	Average Attendance.	No. of Schools.	County.	Number of Pupils on Rolls on last day of Results Year.	Average Attendance.
7	Antrim, . . .	415	323	3	King's, . . .	103	77
3	Armagh, . . .	55	37	3	Longford, . . .	80	76
4	Cavan, . . .	72	59	2	Louth, . . .	71	51
7	Donegal, . . .	81	59	4	Meath, . . .	187	178
4	Down, . . .	86	71	2	Queen's, . . .	76	56
3	Fermanagh, . .	57	47	3	Westmeath, . .	101	94
4	Londonderry, . .	70	64	4	Wexford, . . .	230	179
4	Monaghan, . .	71	59	3	Wicklow, . .	64	54
5	Tyrone, . . .	48	40				
				36	Total for Leinster, .	1,680	1,437
41	Total for Ulster, .	955	759				
				10	Galway, . . .	272	229
8	Clare, . . .	284	235	3	Leitrim, . . .	78	73
17	Cork, . . .	717	496	8	Mayo, . . .	143	127
6	Kerry, . . .	187	171	4	Roscommon, . .	104	93
5	Limerick, . . .	250	189	3	Sligo, . . .	63	54
9	Tipperary, . . .	385	327				
4	Waterford, . .	207	153	20	Total for Connaught,	660	576
49	Total for Munster, .	2,039	1,571	41	Schools in Ulster, .	955	759
				49	" in Munster, .	2,039	1,571
1	Carlow, . . .	36	40	36	" in Leinster, .	1,680	1,437
3	Dublin, . . .	480	418	28	" in Connaught,	660	576
3	Kildare, . . .	82	63				
5	Kilkenny, . . .	168	151	154	Gross Total, . .	5,334	4,343

Teachers of Workhouse Schools.

II. (*b*.)—The number of TEACHERS employed in WORKHOUSE SCHOOLS on the last day of the Results Year of each School inspected during 1897, according to the Returns received from the Inspectors, is set forth in the following Table:—

Class.	Principals.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
Unclassed, . .	1	9	1	3	2	12	14
3^2, . . .	5	16	1	1	6	17	23
3^1, . . .	41	65	5	12	46	77	123
2^2, . . .	7	6	1	2	8	8	16
2^1, . . .	15	26	2	4	17	32	49
1^2, . . .	1	3	.	.	1	3	4
1^1, . . .	.	.	.	.	.	.	.
Total, . .	70	127	10	22	80	149	229
	107*		32				
Gross Total, .	229						

* In addition to the above, twenty-five departments were conducted by nuns, viz., Youghal, Skibbereen, Kilmacthomas, Clonmel, Thurles, Celbridge, Callan, Granard, New Ross, Galway, Carrick-on-Suir, Thomastown, North Dublin, Enniscorthy, Mohill, Trim, Tullamore, Manorhamilton, Dundalk, Ardee, Ballymahon, Athy, Fermoy, Bantry, and Cork.

Appendix. Section II. D.

Island Schools.

III.—List of Ninety-nine Island Schools in connexion on 31st December, 1897, with Pupils on Rolls on last day of Results Year, and average daily attendance.

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Rolls on last day Results Year.	Average Daily Attendance.
Antrim,	4	9372	Rathlin,	Rathlin,	65	44
Donegal,	1	4739	Gola,	Gola,	47	38
Ditto,	–	5164	Tory,	Tory,	79	46
Ditto,	–	5273	Owey,	Owey,	31	24
Ditto,	–	5466	Rutland,	Rutland,	20	15
Ditto,	–	5899	Inishfree,	Inishfree,	53	22
Ditto,	–	6571	Arranmore (1),	Arran,	117	68
Ditto,	–	9794	Innishkeeragh,	Innishkeeragh,	21	18
Ditto,	–	10371	Cruit,	Cruit,	51	24
Ditto,	–	11342	Arranmore (2),	Arran,	60	42
Ditto,	–	13362	Inniemean,	Inniemean,	18	14
Ditto,	–	14522	Innisbofin,	Innisbofin,	29	23
Ditto,	2	9990	Inch,	Inch,	62	42
Ditto,	–	14248	Inishtrahull,	Inishtrahul,	22	23
Down,	10	14539	Copeland,	Copeland,	16	16
Fermanagh,	6	8002	Drumosginahan,	Boa, Lough Erne,	34	15
Ditto,	13	7832	Gubb,	Gobb "	39	26
Ditto,	–	11257	Innisrooske,	Innisrooske "	38	22
Clare,	45	6649	Coney,	Coney,	26	16
Ditto,	–	12018	Low,	Low,	24	18
Ditto,	–	14213	Scattery,	Scattery,	36	25
Cork,	48	3195	Haulbowline,	Haulbowline,	94	72
Ditto,	–	8918	Spike,	Spike,	17	15
Ditto,	58	5868	Long,	Long,	45	27
Ditto,	–	7335	Hare,	Hare,	78	46
Ditto,	–	7452	Laurence Cove, m.	Bear,	71	60
Ditto,	–	7453	Do. f.	Do.	67	52
Ditto,	–	7454	Ballinakilla,	Do.	136	109
Ditto,	–	13138	Dursey,	Dursey,	59	63
Ditto,	–	13082	Whiddy,	Whiddy,	74	57
Ditto,	–	16061	Horse,	Horse,	—*	—*
Ditto,	59	14303	Cape Clear, m.	Clear,	81	59
Ditto,	–	2281	Reengarogue,	Reengarogue,	61	37
Ditto,	–	14311	Cape Clear, f.	Clear,	61	47
Ditto,	–	4839	Sherkin, f.	Sherkin,	42	38
Ditto,	–	14065	Do. m.	Do.	40	30
Kerry,	54	9337	Blasket,	Blasket,	34	29
Ditto,	57	7887	Knightstown, m.	Valencia,	86	51
Ditto,	–	7888	Do. f.	Do.	63	47
Ditto,	–	10721	Corobeg, m.	Do.	59	36
Ditto,	–	10722	Do. f.	Do.	55	35
Ditto,	–	10819	Ballyhearney, m.	Do.	93	63
Ditto,	–	10820	Do. f.	Do.	90	56

* New School—no return yet received.

Appendix. Section II., D. — Island Schools.

III.—List of Ninety-nine Island Schools in connexion on 31st December, 1897, with Pupils on Rolls on last day of Results Year, and average daily attendance—*continued.*

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
Galway,	26	13927	Innisbofin, . . m.	Innisbofin, . . .	66	48
Ditto, .	–	13928	Do. . . f.	Do. . . .	77	45
Ditto, .	–	14445	Innishark, . . .	Innishark, . . .	35	33
Ditto, .	34	6813	Kilronaynn, . . m.	Arranmore, . . .	49	36
Ditto, .	–	10252	Oatquarter, . . .	Do. . . .	158	106
Ditto, .	–	11444	Kilronayne, . f.	Do. . . .	90	59
Ditto, .	–	11885	Islandeady, . .	Islandeady, . . .	13	13
Ditto, .	–	11938	Inishnee, . . .	Inishnee, . . .	63	25
Ditto, .	–	12338	Inishmaine, . m.	Inishmaine, . .	88	50
Ditto, .	–	12339	Do. . . f.	Do. . . .	55	44
Ditto, .	–	12340	Killenny, . . .	Arranmore, . .	93	67
Ditto, .	–	12342	Onaght, . . .	Do. . . .	09	68
Ditto, .	–	12367	Omoy, . . .	Omey, . . .	24	16
Ditto, .	–	12641	Annaghvane, . .	Annaghvane, . .	41	26
Ditto, .	–	12642	Innisturk, . . .	Innisturk, . . .	24	18
Ditto, .	–	12826	Innishbarra, . .	Innishbarra, . . .	28	15
Ditto, .	–	12854	Innishmacatreer, .	Innishmacatreer, Lough Corrib.	29	20
Ditto, .	–	12901	Knock, . . .	Gorumna, . . .	55	29
Ditto, .	–	13030	Illaneeragh, . .	Illaneeragh, . .	23	17
Ditto, .	–	13043	Innishtrawar, . .	Innishtravin, . .	25	19
Ditto, .	–	13146	Mynish, . . .	Mynish, . . .	66	35
Ditto, .	–	13322	Innishear, . . m.	Innishear, . . .	77	52
Ditto, .	–	13323	Do. . . f.	Do. . . .	51	38
Ditto, .	–	13416	Lettermullen, . .	Lettermullen, . .	123	69
Ditto, .	–	13526	Tiernee, . . m.	Gorumna, . . .	51	39
Ditto, .	–	13527	Do. . . f.	Do. . . .	55	36
Ditto, .	–	13528	Drim, . . .	Do. . . .	104	68
Ditto, .	–	13699	Lettermore, . .	Lettermore, . . .	64	56
Ditto, .	–	14103	Inishturbot, . .	Turbot, . . .	32	21
Ditto, .	–	13952	Lettermallow, . .	Lettermore, . . .	50	34
Ditto, .	–	14128	Inishlacken, . .	Inishlacken, . . .	63	42
Ditto, .	–	14490	Dynish, . . .	Dynish, . . .	36	22
Ditto, .	–	14724	Trabane, . . .	Gorumna, . . .	48	36
Ditto, .	–	14746	Mason, . . .	Mason. . . .	29	22
Ditto, .	–	14747	Feenish, . . .	Feenish. . . .	32	31
Ditto, .	34A	11788	Tawin, . . .	Tawin, . . .	30	20
Mayo, .	20	13384	Inniskea, . . .	Inniskea, . . .	37	31
Ditto, .	–	14565	Do. North, .	Do. North, . .	47	38
Ditto, .	26	2307	Slievemore, . .	Achill,* . . .	124	91
Ditto, .	–	2300	Dereens, . . .	Do. . . .	164	79
Ditto, .	–	2309	Dooega, . . .	Do. . . .	88	53
Ditto, .	–	8309	Bunnacurry, . . f.	Do. . . .	39	25
Ditto, .	–	8547	Valley, . . .	Do. . . .	89	55
Ditto, .	–	9557	Bulismouth, . .	Do. . . .	50	25
Ditto, .	–	10935	Saule, . . .	Do. . . .	71	39
Ditto, .	–	13130	Bunnacurry Monastery,	Do. . . .	46	28
Ditto, .	–	13174	St. Columba's, . .	Inishturk, . . .	36	20
Ditto, .	–	13177	St. Brigid's, . .	Clare, . . .	64	38
Ditto .	–	13311	St. Patrick's, . .	Do. . . .	58	37
Ditto. .	–	13357	Cullenmore, . .	Cullenmore, . .	41	26
Ditto, .	–	13409	Dooagh, . . m.	Achill,* . . .	85	50
Ditto, .	–	13410	Do. . . f.	Do. . . .	101	76
Ditto, .	–	13761	Achillebeg, . .	Achillebeg, . . .	32	23
Ditto, .	–	13903	Islandmore, . .	Islandmore, . . .	31	21
Sligo, .	12	9016	Coney. . . .	Coney, . . .	29	24
Ditto, .	–	9347	Innismurray, . .	Innismurray, . .	26	24
				Total, . . .	5,548	3,760

* Now connected with mainland by a bridge.

IV.—LIST of THIRTY-FOUR NATIONAL SCHOOLS attended by Children of INDUSTRIAL SCHOOLS, certified under the Act, in 1897.

Roll No.	District.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on last day of Results Year.	Average Daily Attendance of Industrial Pupils.
11752	18	Armagh, .	Middletown, . .	Sisters of St. Louis, .	40	43
359	-	Monaghan, .	St. Martha's, Monaghan, .	Do., .	39	40
10110	6	Tyrone, .	St. Catherine's, Strabane, .	Sisters of Mercy, .	56	53
7315	45	Clare, . .	Ennis, . . .	Do., .	52	50
6376	48	Cork, . .	St. Coleman's, Queenstown,	Do., .	37	36
4630	56	" . .	Mallow, . . .	Do., .	42	42
7651	59	" . .	Clonakilty (St. Aloysius), .	Do., .	119	111
15059	–	" . .	Baltimore Fishery, . .	Lay Teachers, . .	—*	—*
4572	60	" . .	Kinsale, . . .	Sisters of Mercy, .	116	113
6414	60A	" . .	Passage West, Cork, .	Do., .	53	54
13815	54	Kerry, . .	Pembroke Arms, Tralee, .	Do., .	65	63
13381	57	" . .	St Joseph's Home, Killarney.	Do., .	80	75
10684	51	Limerick, .	St. Vincent's, Limerick, .	Do., .	90	94
9407	43	Tipperary, .	St. Augustine's, Templemore,	Do., .	60	50
4068	-	" .	St. Louis, Thurles, . .	Presentation Sisters, .	45	45
9432	46	" .	Tipperary, . . .	Sisters of Mercy, .	56	56
581	53	" .	St. Francis, Cashel, .	Presentation Sisters, .	78	77
14627	48	Waterford, .	Cappoquin, ...	Sisters of Mercy, .	51	50
8546	28	Longford, .	Our Lady of Succour, Newtownforbes.	Do., .	96	92
5387	25	Louth, . .	Dundalk, . . .	Do., .	66	59
10475	-	" . .	House of Charity, Drogheda,	French Sist. of Charity,	94	84
8682	33	Westmeath, .	Mount Carmel, Moate, .	Sisters of Mercy, .	39	29
11086	50	Wexford, .	St. Michael's, Wexford, .	Do., .	76	69
13439	34	Galway, .	Oughterard, . .	Do., .	40	40
4515	-	" . .	St. Anne's, Galway, .	Do., .	68	61
13190	-	" . .	Clifden, . . .	Do., .	63	64
6632	35	" . .	St. Bridget's, Loughrea, .	Do., .	88	84
6339	-	" . .	Ballinasloe, . . .	Do. .	46	43
13302	21	Mayo, . .	St. Francis Xavier's, .	Sisters of Charity, .	51	40
12255	26	" . .	St. Columba's, Westport, .	Sisters of Mercy, .	79	81
7238	27	Roscommon, .	St. Monica's, Roscommon, .	Do., .	44	42
12754	35	" .	St. Joseph's, Athlone, .	Do., .	133	120
13240	12	Sligo, . .	St. Lawrence's, Sligo, .	Do., .	112	103
11887	21	" . .	Banada, . . .	Sisters of Charity, .	48	45
				Total . .	2,222	2,118

* New school—not reported on in 1897.

E

Appendix.
Section II., D.

Schools with special grants for industrial instruction.

V.—LIST of NAMES of SIXTY-THREE* SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rule 52, for Year ended 31st December, 1897.

County.	District.	Roll No.	School.
Antrim, .	8	7039	Crumlin-road, Convt.
Armagh, .	25	4415	Crossmaglen, ,,
Donegal, .	5	7593	Ballyshannon, Convt.
Down, . .	19	9725	Rostrevor ,,
,, . .	–	7508	Canal-street, ,,
Monaghan, .	18	359	Monaghan. ,,
,, . .	24	5617	Carrickmacross.
Clare, . .	45	7315	Ennis, Convent.
,, . .	–	13374	Kilrush, ,,
,, . .	–	11800	Kilkee, ,,
Cork, . .	48	3828	Youghal, ,,
,, . .	–	6376	Queenstown. ,,
,, . .	55	10282	Kanturk, ,,
,, . .	–	10047	Macroom, ,,
,, . .	56	4268	Doneraile, ,,
,, . .	58	13762	Castletownbere, Con
,, . .	59	8430	Skibbereen, Convent
,, . .	–	7651	Clonakilty, ,, (2).
,, . .	–	1274	Ardagh, ,,
,, . .	–	13661	St. Mary's, ,,
,, . .	60	4572	Kinsale, ,,
,, . .	–	5257	Bandon, ,,
Kerry, . .	54	545	Tralee, Convent (1).
,, . .	–	6215	Castleisland ,,
,, . .	–	13530	Moyderwell ,,
,, . .	57	13381	Killarney (Mercy), Convent.
,, . .	–	13051	Killarney (Pres.), Convent.
,, . .	58	8320	Kenmare Convent.
Limerick, .	39	7439	Abbeyfeale Convent,
,, . .	48	14625	Down, ,,
,, . .	51	9296	Adare, ,,
,, . .	–	10684	Mt. St. Vincent's, Convent,
,, . .	52	6032	St. Catherine's, Convent,
,, . .	–	6559	St. Anne's, Convent.
Tipperary, .	53	581	Cashel, Convent.
,, . .	–	8903	Fethard, ,,
,, . .	–	11872	Carrick-on-Suir, ,,
,, . .	–	13107	St. Joseph's, ,,
Waterford, .	49	11461	Dungarvan Con. (1)
,, . .	–	13020	Stradbally, ,,
Carlow, . .	44	656	Carlow, ,,
Dublin, . .	30	1149	King's Inns-street, Convent
,, . .	37	2018	Baggot-st., Convent.
,, . .	–	7546	Golden-bridge, ,,
,, . .	–	11064	Weaver's-square, ,,
,, . .	40	14586	Blackrock, ,,
Kildare, .	44	13373	St. Michael's, Convent.
Kilkenny, .	47	13885	Kilkenny Convent.
,, . .	–	10478	St. Patrick's, ,,
Longford, .	28	12942	St. Joseph's, ,,
Louth, . .	25	8445	Ardee ,, (2)
Meath, . .	29	7472	Navan, ,, (2)
,, . .	–	12489	Oldcastle, Fem.
Queen's, .	44	13937	Stradbally, Convent.
Wexford, .	49	967	New Ross, ,, (1)
,, . .	50	12966	St. Mary's (Wexford), ,,
,, . .	,,	8221	Templeshannon ,,
Galway, .	34	4515	N.T. Smith, Convent
,, . .	–	13439	Oughterard, ,,
,, . .	35	5632	St. Vincent's, ,,
,, . .	42	13208	Gort, ,,
Mayo, . .	20	14176	St. John's, ,,
,, . .	21	13302	St Francis Xavier, ,,

* Sixty of these are Convent Schools.

Half-time pupils.

VI.—HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

(Extract from Appendix to Commissioners' Rules. Edition 1890.)

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz. :—

200 days of 2 hours a day, .
135 days of 3 hours a day, .
100 days of 4 hours each day, . *
80 days of 5 hours each day, .
66 days of 6 hours each day, .

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

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* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

Appendix. Section II, D. Schools with Half-time pupils.

LIST of ONE HUNDRED and FIFTY-FOUR National Schools attended by HALF-TIME pupils in 1897—the number of such HALF-TIME pupils on the Roll on last day of Results Year and the average daily attendance of HALF-TIME pupils.

COUNTY.	Dist.	Roll Number.	School.		Number of Half-time pupils on Roll on last day of Results Year.	Average daily attendance of Half-time pupils.
Antrim,	3	9634	Balnamore,		25	10
,,	,,	11137	Liscolman,		9	4
,,	4	3392	Guy's,	m.	48	20
,,	,,	7757	Do.	f.	50	24
,,	,,	7966	Harryville (2),	m.	6	3
,,	,,	7967	Do. (1),	f.	15	9
,,	,,	12565	Ballymoney-street,	f.	13	8
,,	,,	12599	Do.	m.	11	3
,,	8	1224	Edenderry,	f.	72	36
,,	,,	1979	Crumlin,		2	1
,,	,,	4223	Lisburn,	m.	20	12
,,	,,	4224	Do.	f.	28	28
,,	,,	5794	Seaman's Friend Society,		89	31
,,	,,	7319	Wolfhill,		61	30
,,	,,	7553	Ekenhead,		20	8
,,	,,	8066	Springfield,		18	9
,,	,,	8518	Ligoniel Village,		19	8
,,	,,	8584	Old Lodge Road,	m.	5	3
,,	,,	8585	Do.	f.	15	7
,,	,,	8804	Wolfhill Mill,		33	14
,,	,,	9950	Conway-street,	m.	27	10
,,	,,	9951	Do.	f.	45	19
,,	,,	10072	Crumlin-road,	m.	129	56
,,	,,	10336	Do.	f.	197	88
,,	,,	10338	Holycross,	m.	45	20
,,	,,	10339	Do.	f.	52	27
,,	,,	10435	Jennymount,		129	54
,,	,,	10566	St. Catherine's,		29	11
,,	,,	11305	Hilden,		184	91
,,	,,	11449	St. Mark's,		76	70
,,	,,	11482	Greencastle,	m.	18	9
,,	,,	11483	Do.	f.	11	8
,,	,,	12838	Edenderry,	m.	157	59
,,	,,	13616	Star of the Sea,	m.	50	24
,,	,,	13745	Craig-street,		91	44
,,	,,	13931	St. Paul's (2),	m.	103	40
,,	,,	14138	St. Joseph's Convent,		141	68
,,	,,	14691	Ballysillan,		10	5
,,	8A	27	Whitehouse (1),		52	24
,,	,,	2649	White Abbey,	m.	24	10
,,	,,	2650	Do.	f.	12	7
,,	,,	4564	Monkstown,		4	3
,,	,,	5430	Cogry Mills,		38	18
,,	,,	7837	Doagh,	f.	7	3
,,	,,	7836	Do.	m.	10	4
,,	,,	8368	Barnmills,		67	29
,,	,,	9063	Mossley,		63	28
,,	,,	11426	Whiteabbey (2),		21	17
,,	,,	11712	Ballyclare,	m.	4	4
,,	,,	11713	Do.	f.	11	4

Appendix.
Section II.
D.

Schools with Half-time pupils.

LIST of ONE HUNDRED and FIFTY-FOUR National Schools attended by HALF-TIME pupils in 1897, &c.—*continued.*

COUNTY.	Dist.	Roll Number	School.		Number of Half-time pupils on Roll on last day of Results Year.	Average daily attendance of Half time pupils
Antrim,	8A	12221	Parkgate,		11	4
,,	,,	12376	Millbrook,		-	1
,,	,,	13317	Tyrnoge,		8	3
,,	,,	14157	Whitewell,		8	2
,,	9	47	Dunmurray,	m.	11	3
,,	,,	6995	St. Mary's,	m.	32	8
,,	,,	6996	Do.	f.	65	31
,,	,,	8612	Campbell's-row,		356	143
,,	,,	9024	Hutchinson-street (1),		4	2
,,	,,	11160	Linfield Mill,		185	73
,,	,,	13338	Workman Memorial,		47	25
,,	,,	14382	Lambeg Village,		15	6
,,	,,	12083	St. Peter's,	m	64	26
,,	,,	7340	Do.	f.	190	90
,,	,,	13883	Derriaghy,		10	5
,,	,,	14983	Dunmurray (2),		16	8
,,	,,	15024	Trinity,		6	3
,,	9A	14737	St. Joseph's (York-road),	m.	19	8
,,	,,	7262	Milford-street,	f.	22	15
,,	,,	14738	St. Joseph's (York-road),	f.	51	17
,,	,,	9718	Milford-street,	m.	60	19
,,	,,	12047	York-road,		107	60
Armagh,	11	13490	Edenderry,		5	4
,,	,,	5356	Portadown (1),	m.	15	7
,,	,,	13497	Edgarstown (2),		9	3
,,	,,	8935	Thomas St.,		11	5
,,	,,	12590	Edgarstown,		26	15
,,	,,	13629	Corcrain,	f.	2	1
,,	,,	12441	Portadown Convent,		8	3
,,	,,	14374	Water-street,		8	3
,,	16	3174	Markethill,	f.	5	3
,,	,,	7647	Darkley,	m.	13	7
,,	,,	9640	Do.	f.	8	4
,,	,,	8220	Mount St. Catherine's Convent,		18	11
,,	,,	8403	Tandragee,	m.	11	5
,,	,,	8404	Do.	f.	3	2
,,	,,	8702	Milford,		5	3
,,	,,	11720	Tamnamore,		13	5
,,	,,	12365	St. Patrick's,	m.	9	8
,,	,,	12663	Mullavilly,	m.	4	3
,,	,,	13112	St. James's,	m.	5	3
,,	,,	13113	Do.	f.	9	4
,,	,,	10490	St. Patrick's,	f.	7	3
,,	,,	14808	Grove,		9	4
,,	,,	14756	Cabra,		8	3
,,	,,	12664	Mullavilly,	f.	3	2
,,	19	6236	Seabrook,	m.	28	13
,,	,,	6237	Do.	f.	35	13
,,	,,	7508	Canal-street Convent,		41	18
,,	,,	11329	Ballybot,		7	3
,,	,,	13868	Maghernahely Convent,		38	13
,,	,,	13922	Do.	m.	48	21
Down,	9	10346	Largymore,		79	36
,,	,,	11120	Ballylesson,		1	1
,,	,,	11436	Ravarnette,		7	4
,,	,,	13462	Blaris,		5	3
,,	10	3874	Mill-street,		4	1
,,	,,	4657	Newtownards (2),		3	2
,,	,,	6528	St. Mathew's,	f.	8	3
,,	,,	6641	Newtownards (1),		4	2

LIST of ONE HUNDRED and FIFTY-FOUR National Schools attended by HALF-TIME pupils in 1897, &c.—*continued.*

County.	Dist.	Roll Number.	School.		Number of Half-time pupils on Roll on last day of Results year.	Average daily attendance of Half-time pupils.
Down,	10	8576	Beersbridge,		177	66
"	"	8888	Anne-street,	m.	3	2
"	"	8094	Do.	f.	3	2
"	"	11542	Greenwell-street,		14	7
"	"	11598	Comber Spinning Mill,		24	13
"	"	12191	Castlegardens,		63	32
"	"	12580	Newtownards,	m.	12	5
"	"	12581	Do.	f.	22	11
"	11	200	Dromore (1),	m.	5	2
"	"	201	Do. (2),	f.	8	2
"	"	11138	Church-street,		1	1
"	"	10295	Dromore (4),		5	3
"	"	6594	Fortescue,		3	2
"	"	4811	Gilford Mill,	m.	60	22
"	"	4812	Do.	f.	45	23
"	"	8590	Tonaghmore,		4	2
"	"	11430	Seapatrick,		58	28
"	17	1246	Annsboro'	m.	17	7
"	"	1486	Do.	f.	16	8
"	"	3745	Shrigley,		39	21
"	"	4648	Irish-street (Killyleagh),		27	10
"	"	6024	Killyleagh,		11	9
"	"	10793	Drumaness Mills,		39	21
Tyrone,	6	11588	Sion Mills,	m.	38	16
"	"	11587	Do.	f.	37	12
"	15	407	Gortalowry,		14	5
"	"	2254	Brackaville,	m.	16	8
"	"	2255	Do.	f.	13	6
"	"	5184	Loy Old,		4	3
"	"	9681	Loy,	m.	9	4
"	"	10179	Benburb,	f.	2	1
"	"	11171	Anaghmore,		1	2
"	"	11936	Derryloran,	m.	9	3
"	"	11937	Do.	f.	2	1
"	"	11968	John-street,	f.	3	2
"	"	12440	Lower Market,		4	2
"	"	13232	Anne-street,	m.	13	5
"	"	13256	Gortgonis,		7	3
"	"	13814	Cookstown Convent,		4	3
"	"	14458	Dungannon Convent,		18	9
Cork,	60	14105	Clarence-street Convent,		26	10
Waterford,	49	7225	Mayfield,	m.	5	2
Louth,	25	851	Drogheda Convent,		11	11
Meath,	"	845	St. Mary's,	m.	39	19
			Total—154 Schools,		5,090	2,349

Appendix.
Section II.
D.
Evening Schools.

VII.—LIST of THIRTY-SIX EVENING SCHOOLS in operation in 1897.

County.	District.	Roll No.	Name of Evening School.	Number of Pupils on Roll on last day of Results Year.	Average Daily Attendance.
Antrim, . .	4	2144	Loughguile, . . m.	52	33
" . .	9	6963	Belfast Model, . . m.	90	77
Armagh, . .	11	4255	Derrytrasna, . . .	38	24
" . .	–	9719	Edward-street Convent, . .	154	56
" . .	15	2837	Maghery, . . .	53	30
" . .	16	105	Blundell's Grange, . m.	39	26
" . .	–	384	Blackwaterstown, . m.	32	24
" . .	–	9325	Tullymore, . . .	47	25
" . .	–	12663	Mullavilly, . . (2)	47	27
Cavan, . .	23	13259	St. Joseph's, . . m.	66	36
Donegal, . .	2	168	Malinhead, . . .	89	49
Down, . .	11	4811	Gilford Mill, . . m.	18	8
" . .	–	4812	Do. . . f.	5	6
" . .	17	3745	Shrigley, . . .	40	31
" . .	–	10793	Drumaness Mills, . .	17	17
Fermanagh, . .	13	4717	Lisnaskea, . . .	40	28
" . .	–	12044	Maguiresbridge, . . .	38	26
Londonderry, . .	7	9609	Keenaught, . . .	55	31
" . .	–	14062	Tyrgan, . . .	36	30
Tyrone, . .	14	5680	Roscavey, . . .	56	33
" . .	15	13487	Loy Convent,* . . .	108	78
" . .	16	11060	Caledon, . . .	34	26
Cork, . .	60	11998	SS. Peter and Paul's, . f.	79	25
" . .	–	13698	St. Vincent's Convent, . .	69	26
" . .	–	14024	St. Mary's (Eason's Hill), .	40	25
Dublin, . .	30	1170	Naul, . . .	35	27
" . .	–	3007	St. Michan's, . . m.	54	24
" . .	–	5640	West Dublin Model, . m.	44	30
" . .	–	14665	St. Joseph's, . m. senior,	227	43
" . .	37	14182	St. Kevin's,* . . .	146	69
" . .	40	8978	Inchicore Model, . m.	76	61
" . .	40A	752	Central Model, . . m.	108	63
King's, . .	33	8939	Tubber, . . m.	49	38
Longford, .	28	10022	Drumlish, . . .	65	47
Mayo, . .	21	13302	St. Francis Xavier's, . .	40	27
Roscommon, . .	35	1080	Ballybay, . . .	57	29
			Total, . . .	2,221	1,255

* This Evening School has a separate Roll Number.

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APPENDIX E.

CONDITION OF SCHOOL PREMISES, &c.

Appendix.
Section II., E.
Condition of School premises, &c.

APPENDIX E.—CONDITION OF SCHOOL PREMISES, &c.

TABLE No. 1.—Classification of 8,542 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny, .	99	23	3	41	128	28	10	133	31	2	166
2. Londonderry, .	114	34	10	1	102	49	8	102	48	9	159
2A. " .	32	3	–	1	30	6	–	34	2	–	36
3. Coleraine, . .	100	46	7	3	138	11	9	128	23	7	158
4. Ballymena, . .	50	60	12	23	80	53	12	80	64	11	145
5. Donegal, . .	84	21	9	37	120	23	6	86	65	–	151
6. Strabane, . .	64	70	4	16	102	49	3	80	69	5	154
7. Magherafelt, Castledawson (pro tem.)	121	24	6	6	120	31	6	120	36	–	156
8. Belfast, North, .	120	18	–	–	115	23	–	100	38	–	138
8A. Carrickfergus, .	127	15	3	6	125	28	–	132	21	–	153
9. Belfast, South, .	119	10	–	–	110	16	3	123	6	–	129
9A. " . .	30	13	–	–	26	16	2	30	9	4	43
10. Newtownards, .	144	7	6	–	152	4	1	153	4	–	157
11. Lurgan, . .	96	34	–	6	121	12	–	116	17	–	133
12. Sligo, . . .	80	31	–	35	103	42	1	108	35	3	146
13. Enniskillen, .	84	49	6	11	90	54	6	104	43	2	149
14. Omagh, . .	116	29	2	3	108	32	10	126	21	3	150
15. Dungannon, .	49	67	12	6	99	48	4	111	37	3	151
16. Armagh, . .	70	71	9	6	96	54	6	92	62	1	155
17. Downpatrick, .	116	16	2	9	117	20	6	122	20	–	142
18. Monaghan, .	120	21	–	10	84	49	18	55	90	6	151
19. Newry, . .	98	33	1	6	74	66	–	75	65	–	140
20. Ballina, . .	89	22	6	25	94	42	6	102	35	5	142
21. Ballaghadereen, .	101	28	–	11	96	44	–	102	38	–	140
22. Boyle, . .	93	–	–	34	110	17	–	123	4	–	127
23. Cavan, . .	76	46	2	27	112	39	–	100	51	–	151
24. Bailieborough, .	46	46	30	31	90	45	18	114	34	5	153
25. Dundalk, . .	90	25	3	11	102	25	2	108	21	–	129
26. Westport, . .	128	12	1	18	131	27	1	140	19	–	159
27. Roscommon, .	61	20	3	59	108	27	8	4	29	110	143
28. Longford, . .	105	22	6	13	114	31	–	116	29	–	145
29. Trim, . . .	136	1	–	2	122	17	–	120	19	–	139

Appendix. Section II. E.

Condition of School premises, &c.

TABLE No. 1.—Classification of 8,542 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices—*continued.*

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
30. Dublin, North, .	103	40	–	1	123	21	–	126	18	–	144
30A. „ . .	34	10	–	–	39	5	–	66	8	–	44
31. Ballinamore, .	80	32	–	26	101	64	5	71	66	3	140
32. Tuam, . . .	68	36	27	13	83	35	25	90	53	–	143
33. Mullingar, . .	67	39	29	13	105	15	28	106	28	14	148
34. Galway, . .	99	21	3	15	111	18	14	123	12	3	138
34A. „ . .	40	5	–	1	46	–	–	46	–	–	46
35. Ballinasloe, .	106	4	22	10	119	11	12	140	1	1	142
36. Parsonstown, .	106	14	4	21	119	22	4	125	20	–	145
37. Dublin, No. 3, .	96	24	4	–	113	11	–	114	8	2	124
39. Listowel, . .	90	18	7	9	73	39	12	81	36	7	124
40. Dublin, South, .	108	30	6	8	112	40	–	107	35	10	152
40A. „ . .	28	13	1	–	32	10	–	35	4	6	42
41. Portarlington, .	117	12	5	9	125	15	–	133	10	–	143
42. Gort, . . .	92	23	12	9	105	25	6	123	12	1	136
43. Templemore, .	48	12	11	57	74	38	16	60	65	3	128
44. Athy, . . .	109	16	8	9	86	42	14	125	11	6	142
45. Ennis, . . .	98	13	–	20	94	36	1	126	5	–	131
46. Tipperary, . .	54	37	3	28	68	35	19	78	38	6	122
47. Kilkenny, . .	114	27	2	11	130	21	6	132	22	–	154
48. Youghal, . .	74	50	5	2	88	36	7	111	20	–	131
49. Waterford, .	81	43	10	8	96	40	6	114	28	–	142
50. Enniscorthy, .	106	20	6	15	82	58	6	100	40	8	143
51. Limerick, . .	73	19	16	13	86	28	7	89	30	2	121
52. Rathkeale, . .	76	39	–	4	74	37	8	85	29	5	119
53. Clonmel, . .	94	6	2	17	104	10	5	114	5	–	119
54. Tralee, . . .	61	16	6	12	96	15	2	104	9	–	113
55. Millstreet, . .	58	42	4	3	76	35	4	73	37	5	116
56. Mallow, . .	64	27	20	2	62	41	11	87	27	–	114
57. Killarney,* . .	–	–	–	–	–	–	–	–	–	–	–
58. Bantry, . .	69	22	10	32	88	35	10	97	36	–	133
59. Dunmanway, .	101	14	–	5	89	25	6	104	16	–	120
60. Cork, . .	112	28	12	6	133	21	4	135	20	3	153
60A. „ . . .	20	3	2	6	10	9	2	17	14	–	21
Total, . .	5,651	1,691	377	823	6,270	1,888	384	6,446	1,838	258	8,542

* Inspector (District 57) too recently in charge to furnish details.

Appendix.

Section II, E.

Condition of School premises, &c.

TABLE No. 2.—Classification of 8,542 National Schools

District and Centre.	No. of Schools Returned.	A Building, Repairs, &c.			B. Furniture and Apparatus.		
		Good	Middling.	Bad.	Good.	Middling.	Bad.
1 Letterkenny,	133	112	26	26	118	43	[illegible]
2 Londonderry,	150	128	20	12	130	43	[illegible]
2A. "	36	36	7	–	33	3	[illegible]
3 Coleraine,	158	142	9	7	110	11	[illegible]
4 Ballymena,	136	93	26	20	96	36	[illegible]
5 Donegal,	151	95	44	12	100	11	[illegible]
6 Strabane,	136	93	41	15	93	57	[illegible]
7 Magherafelt, Castledawson (*pro tem.*),	136	110	26	14	122	31	[illegible]
8 Belfast, North,	138	96	38	3	100	38	[illegible]
8A. Carrickfergus,	158	130	19	6	120	36	[illegible]
9 Belfast, South,	133	123	4	6	117	12	[illegible]
9A. "	26	16	23	1	13	36	[illegible]
10 Newtownards,	157	129	20	8	134	12	[illegible]
11 Lurgan,	138	114	18	–	134	13	[illegible]
12 Sligo,	149	83	38	18	101	38	[illegible]
13 Enniskillen,	149	102	30	17	80	38	[illegible]
14 Omagh,	136	100	30	14	106	28	[illegible]
15 Dungannon,	151	100	47	4	111	38	[illegible]
16 Armagh,	166	136	43	8	96	53	[illegible]
17 Downpatrick,	143	117	19	6	96	43	[illegible]
18 Monaghan,	161	86	67	10	96	36	[illegible]
19 Newry,	136	33	96	8	80	48	[illegible]
20 Ballina,	142	38	86	21	96	32	[illegible]
21 Ballaghaderreen,	140	127	18	9	130	3	[illegible]
22 Boyle,	137	96	19	22	91	14	[illegible]
23 Cavan,	161	111	36	4	136	12	[illegible]
24 Bailieborough,	153	58	90	36	98	42	[illegible]
25 Dundalk,	129	89	26	14	78	37	[illegible]
26 Westport,	169	115	37	17	124	36	[illegible]
27 Roscommon,	145	93	36	36	93	38	[illegible]
28 Longford,	130	111	26	10	107	16	[illegible]
29 Trim,	139	118	19	2	115	30	[illegible]
30 Dublin, North,	144	119	26	2	118	24	[illegible]
30A. " "	44	38	6	–	41	3	[illegible]
31 Ballinamore,	140	90	28	23	93	41	[illegible]
32 Tuam,	136	87	30	18	79	38	[illegible]
33 Mullingar,	136	103	14	23	116	33	[illegible]
34 Galway,	136	111	19	14	111	13	[illegible]
34A. "	40	36	7	6	33	9	[illegible]
35 Ballinasloe,	142	118	28	26	98	38	[illegible]
36 Parsonstown,	136	128	36	3	117	30	[illegible]
37 Dublin, No. 3,	124	113	8	3	100	14	[illegible]
39 Listowel,	126	101	17	8	96	14	[illegible]
40 Dublin, South,	152	144	7	1	117	33	[illegible]
40A. " "	36	30	11	1	36	18	[illegible]
41 Portarlington,	115	102	20	1	114	38	[illegible]
42 Gort,	156	110	14	13	109	13	[illegible]
43 Templemore,	133	62	38	13	47	73	[illegible]
44 Athy,	136	114	31	7	96	36	[illegible]
45 Ennis,	131	93	33	36	25	24	[illegible]
46 Tipperary,	132	80	36	16	79	31	[illegible]
47 Kilkenny,	154	160	11	3	114	38	[illegible]
48 Youghal,	131	70	36	13	79	38	[illegible]
49 Waterford,	142	98	41	18	93	43	[illegible]
50 Enniscorthy,	136	81	47	36	33	36	[illegible]
51 Limerick,	121	78	33	14	79	37	[illegible]
52 Rathkeale,	119	34	36	8	90	36	[illegible]
53 Clonmel,	118	79	37	3	79	36	[illegible]
54 Tralee,	119	37	30	8	101	16	[illegible]
55 Millstreet,	114	33	23	4	38	33	[illegible]
56 Mallow,	114	73	30	16	36	36	[illegible]
57 Killarney,*	–	–	–	–	–	–	[illegible]
58 Bantry,	138	98	28	10	36	38	[illegible]
59 Dunmanway,	130	104	19	4	109	7	[illegible]
60 Cork,	160	114	38	6	113	36	[illegible]
60A. "	31	23	4	6	33	6	[illegible]
Total,	8,542	6,131	1,738	673	5,901	2,061	580

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* Inspector (District 57) too recently

in regard to heads indicated in the following Table :—

C. Premises, Playgrounds, &c.				D. Space Accommodation			E. Supply of Books and other Requisites.			District.
Good.	Middling.	Bad.	None.	Good	Middling	Bad	Good.	Middling.	Bad.	
46	47	8	28	78	71	20	100	41	6	1
54	50	25	37	102	4	3	116	33	12	2
33	6	–	3	38	5	–	38	5	–	2A
104	27	–	27	151	4	6	130	23	–	3
62	26	32	18	104	26	15	118	26	2	4
30	26	16	31	36	36	5	30	51	19	5
73	35	2	42	118	26	6	88	59	6	6
26	33	4	36	135	21	10	120	30	19	7
40	43	9	45	100	20	6	112	26	–	8
26	36	–	61	143	2	4	96	33	25	8A
119	10	–	–	127	2	–	189	–	–	9
6	7	8	19	30	2	2	41	2	–	9A
131	25	1	27	122	12	36	149	2	–	10
90	20	1	16	111	21	1	181	16	–	11
82	60	2	30	138	36	62	168	37	8	12
99	38	1	30	127	27	62	161	26	16	13
97	61	2	34	130	38	4	198	33	10	14
91	33	0	33	116	27	5	106	40	6	15
67	36	1	26	146	6	6	179	30	11	16
61	40	1	36	96	36	9	96	41	9	17
73	36	16	23	148	6	–	72	26	16	18
52	40	26	12	136	32	1	96	73	4	19
84	36	6	36	111	15	18	88	32	36	20
119	11	10	7	118	20	3	116	18	10	21
36	36	31	–	94	32	13	115	10	6	22
73	27	16	2	149	8	2	142	29	–	23
63	33	23	45	101	36	6	131	50	2	24
93	14	2	63	27	18	26	106	33	2	25
130	33	4	3	103	17	3	166	30	2	26
96	6	36	–	118	13	10	130	9	2	27
82	36	9	38	103	42	42	110	25	8	28
73	34	7	60	133	6	1	166	–	–	29
88	40	2	7	106	16	4	136	2	–	30
38	5	–	–	46	6	–	38	6	–	30A
37	18	10	38	36	61	36	90	42	11	31
80	38	20	2	86	61	30	83	38	–	32
88	16	25	67	128	–	28	120	42	14	33
88	38	6	14	110	16	19	123	42	–	34
30	9	2	1	38	7	6	30	7	–	34A
81	20	10	16	118	10	7	110	18	15	35
97	36	4	34	108	12	12	142	36	10	36
93	12	2	13	116	6	4	111	10	–	37
80	18	10	6	86	30	17	86	38	33	38
103	36	–	17	134	11	7	121	30	–	40
18	12	4	8	34	8	0	42	–	–	40A
90	42	11	38	101	12	10	130	42	1	41
88	14	4	42	130	16	11	88	36	10	42
90	27	62	49	108	10	7	106	17	3	43
102	16	11	7	117	42	9	102	11	2	44
93	14	10	17	116	6	7	60	27	18	45
90	18	0	25	98	38	15	105	18	6	46
106	10	6	42	103	1	–	110	38	2	47
84	51	–	47	73	42	7	96	38	–	48
88	43	6	12	111	33	2	91	46	2	49
48	62	10	36	113	12	26	142	33	–	50
88	38	6	27	97	30	9	73	38	11	51
85	30	4	9	108	11	–	58	30	5	52
71	23	1	16	100	6	8	100	10	–	53
86	20	–	13	98	11	4	100	10	1	54
98	34	7	6	90	23	2	98	42	9	55
62	26	7	17	98	23	62	88	30	9	56
–	–	–	–	–	–	–	–	–	–	57
81	36	6	36	98	26	19	83	61	2	58
106	12	6	2	118	3	6	110	4	–	59
86	42	20	30	120	26	6	120	36	6	60
17	2	–	11	88	5	2	30	2	–	60A
4,031	1,300	341	1,077	6,389	1,142	371	6,389	1,488	361	

in charge to furnish details.

Appendix.

Section II., F.

Results Examinations.

Ordinary Schools.

APPENDIX F.—RESULTS EXAMINATIONS.

TABULATIONS of PROFICIENCY at RESULTS EXAMINATIONS:—

(*a.*) Of PUPILS of FIRST and HIGHER CLASSES at:—

(1.) ORDINARY SCHOOLS.

The total number of Ordinary Schools examined for results within the twelve months ended 31st December, 1897, was 7,969.

Number of pupils on school rolls (including infants) on last day of month preceding inspection:—

Boys, 353,726; Girls, 316,100; Total, 669,826.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was:—

Boys, 230,973; Girls, 206,446; Total, 437,419.

Per centage to number on Rolls on last day of month preceding inspection, 65·3.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results:—

Boys, 262,246; Girls, 240,009; Total, 502,255.

Number (including infants) who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees:—

Boys, 252,458; Girls, 227,092; Total, 497,550.

Per-centage to number qualified, 95·5.

The following figures show the number of pupils examined in First and Higher Classes, and the number who passed at the Results Examinations:—

GRADES.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class, ...	68,501	58,513	85·4	18·2
Second Class, . . .	70,557	56,220	79·7	18·8
Third Class, ...	68,625	54,094	78·8	18·3
Fourth Class, . . .	59,719	44,102	73·8	15·9
Fifth Class (First Stage), .	45,819	31,732	69·3	12·2
Fifth Class (Second Stage), .	32,546	21,508	66·1	8·7
Sixth Class, ...	29,991	19,049	63·5	7·9
Total, ...	375,758	285,218	75·9	100·0

Appendix.
Section II., F.
Results Examinations.
Ordinary Schools.

Ordinary Schools.

General Abstract of Answering.

Tabulations of Proficiency at Results Examinations of Pupils of First and Higher Classes.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
Reading.			
Class I., . .	68,501	64,731	94·5
„ II., . .	70,557	64,039	90·8
„ III., . .	68,625	61,899	90·2
„ IV., . .	59,719	54,195	90·8
„ V^{1}., . .	45,819	41,025	89·5
„ V^{2}., . .	32,546	29,785	91·5
„ VI., . .	29,991	26,247	87·5
Total, . .	375,758	341,921	91·0
Writing.			
Class I., . .	68,501	86,244	95·7
„ II., . .	70,557	67,815	95·8
„ III., . .	68,625	68,950	97·6
„ IV., . .	59,719	57,845	96·9
„ V^{1}., . .	45,819	40,258	67·9
„ V^{2}., . .	32,546	30,281	93 0
„ VI., . .	29,591	28,081	93 6
Total, . .	375,758	357,254	95·1
Arithmetic.			
Class I., . .	68,501	81,418	89·7
„ II., . .	70,557	81,857	87·7
„ III., . .	68,625	58,948	85·9
„ IV., . .	59,719	47,971	80·8
„ V^{1}., . .	45,619	38,824	80·4
„ V^{2}., . .	32,546	23,551	72·4
„ VI., .	29,991	21,170	70·6
Total, . .	375,758	311,747	88·0
Spelling.			
Class I., . .	08,501	83,801	93·1
„ II., . .	70,557	60,856	86·3
„ III., . .	68,625	51,928	75·7
„ IV., . .	59,719	44,080	73·8
„ V^{1}., . .	45,819	37,346	81·5
„ V^{2}., . .	32,545	28,552	87·7
„ VI., . .	29,991	27,121	90·4
Total, . .	375,758	313,694	83·5

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
Grammar.			
Class III., . .	68,825	53,739	78·3
„ IV., . .	59,719	40,957	68·5
„ V^{1}., .	45,819	27,902	80·9
„ V^{2}., .	32,548	21,485	55·0
„ VI., .	29,991	20,979	70·0
Total, . .	236,700	165,062	69·7
Geography.			
Class III., . .	68,625	56,851	82·1
„ IV., . .	59,719	46,425	77·7
„ V^{1}., .	45,819	35,070	76·5
„ V^{2}., .	32,548	24,484	75·2
„ VI., .	29,991	21,562	71 9
Total, . .	236,700	183,892	77·7
Agriculture.			
Class IV., . .	27,982	17,840	63·2
„ V^{1}., .	22,191	15,077	87·9
„ V^{2}., .	15,800	11,521	72·9
„ VI., . .	16,529	12,014	72·7
Total, . .	82,452	56,252	58·2
Book-keeping.			
Class V^{1}., .	9,089	5,265	68·9
„ V^{2}., .	6,337	4,215	66·5
„ VI., . .	5,464	3,647	66 7
Total, . .	20,890	14,127	67·5
Needlework.			
Class II., . .	31,542	28,382	90·6
„ III., .	30,770	28,046	93·7
„ IV., .	27,175	25,411	93 5
„ V^{1}., .	20,958	19,627	90 8
„ V^{2}., .	15,095	14,067	93 3
„ VI., .	12,179	11,654	95·5
Total, . .	137,519	127,387	92·6

Appendix.
Section II.
F.
Results Examinations.
Model Schools.

TABULATION OF PROFICIENCY at RESULTS EXAMINATIONS:—

(2.) MODEL SCHOOLS.

PUPILS OF FIRST AND HIGHER CLASSES.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1897, was 77.

Number of pupils on school rolls (including infants) on last day of month preceding inspection:—

Boys, 5,411; Girls, 4,384; Total, 9,795.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was:—

Boys, 4,075; Girls, 3,118; Total, 7,191.

Percentage to number on Rolls on last day of month preceding inspection, 73·4.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results:—

Boys, 4,102; Girls, 3,336; Total, 7,438.

Number (including infants) who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees:—

Boys, 3,926; Girls, 2,993; Total, 6,919.

Percentage to number qualified, 93·0.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed at the Results Examinations:—

GRADES.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class,	750	691	92·1	12·3
Second Class,	826	739	89·5	13·6
Third Class,	964	875	90·8	15·8
Fourth Class,	916	836	91·3	15·1
Fifth Class (First Stage),	832	737	88·6	13·7
Fifth Class (Second Stage),	746	639	85·7	12·2
Sixth Class,	1,056	909	86·1	17·3
Total,	6,090	5,426	89·1	100·0

Appendix.
Section II., F.
Results Examinations.
Model Schools.

MODEL SCHOOLS.

GENERAL ABSTRACT of ANSWERING.

CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
READING.			
Class I., . .	750	689	91·9
,, II., . .	826	768	92·4
,, III., . .	964	930	96·5
,, IV., . .	916	668	96·9
,, V^1., . .	862	809	97·2
,, V^2., . .	748	718	98·2
,, VI., . .	1,056	1,004	95·1
Total, . .	6,090	5,801	95·3
WRITING.			
Class I., . .	750	708	94·4
,, II., . .	626	801	97·0
,, III., . .	984	956	99·2
,, IV., . .	916	910	99·3
,, V^1., . .	832	792	95·2
,, V^2., . .	748	727	97·5
,, VI., . .	1,056	1,026	97·2
Total, . .	8,090	5,920	07·2
ARITHMETIC.			
Class I., . .	750	682	90·9
,, II., . .	826	762	92·3
,, III., . .	864	899	93·3
,, IV., . .	918	856	93·5
,, V^1., . .	832	774	93·0
,, V^2., . .	746	653	87·5
,, VI., . .	1,056	940	89·0
Total, . .	6,090	5,566	91·4
SPELLING.			
Class I., . .	750	663	88·4
,, II., . .	826	721	67·3
,, III., . .	964	823	85·4
,, IV., . .	916	755	82·4
,, V^1., . .	632	734	88·2
,, V^2., . .	746	694	93·0
,, VI., .	1,056	999	94·8
Total. . .	6,090	5,389	88·5
GRAMMAR.			
Class III., . .	984	841	87·2
,, IV., . .	916	775	84·6
,, V^1., . .	832	632	76·0
,, V^2., . .	746	562	75·3
,, VI., . .	1,056	842	79·7
Total, . .	4,814	3,652	80·9
GEOGRAPHY.			
Class III., . .	984	884	91·7
,, IV., . .	916	786	85·6
,, V^1., . .	832	688	80·3
,, V^2., . .	746	606	81·5
,, VI., . .	1,056	878	83·1
Total, . .	4,514	3,824	84·7
AGRICULTURE.			
Class IV., . .	230	159	69·1
,, V^1., . .	210	164	76·1
,, V^2., . .	159	125	76·6
,, VI., . .	256	182	71·1
Total, . .	855	630	73·7
BOOK-KEEPING.			
Class V^1., . .	556	463	83·0
,, V^2., . .	481	371	77·1
,, VI., . .	675	580	83·0
Total, . .	1,714	1,394	81·3
NEEDLEWORK.			
Class II., . .	342	307	89·8
,, III., . .	409	880	02·9
,, IV., . .	695	381	96·5
,, V^1., . .	386	325	91·3
,, V^2., . .	325	308	94·2
,, VI., . .	499	488	97·4
Total, . .	2,328	2,185	93·9

Appendix.
Section II., F.
Results Examinations.
Convent and Monastery Schools.

(3.) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1897, was 334.

Number of pupils on school rolls (including infants) on last day of month preceding inspection:—

Boys, 27,673; Girls, 76,746; Total, 104,419.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was:—

Boys, 18,133; Girls, 52,800; Total, 70,933.

Percentage to number on Rolls on last day of month preceding inspection, 67·9.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results:—

Boys, 18,643; Girls, 56,328; Total, 74,971.

Number (including infants) who made 100 attendances or over within the results year and were present and examined on day of inspection:—

Boys, 17,496; Girls, 51,817; Total, 69,313.

Percentage to number qualified, 92·5.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed at the Results Examinations:—

GRADES.	Number examined.	Number passed.	Percentage passed.	Percentage examined in each class to total number examined.
First Class,	9,715	9,010	92·7	20·6
Second Class,	9,108	8,135	89·3	19·4
Third Class,	7,602	6,641	87·4	16·2
Fourth Class,	6,595	5,738	87·0	14·0
Fifth Class (First Stage),	5,299	4,411	83·2	11·3
Fifth Class (Second Stage),	3,949	3,354	84·9	8·4
Sixth Class,	4,777	4,074	85·3	10·1
Total,	47,045	41,363	87·9	100·0

Appendix.
Section II., F.
Results Examinations.
Convent and Monastery Schools.

CONVENT AND MONASTERY SCHOOLS.

GENERAL ABSTRACT of ANSWERING.

TABULATION of PROFICIENCY at RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
READING.			
Class I., .	9,715	9,505	97·8
„ II. .	9,108	8,683	95·3
„ III., .	7,602	7,182	94·5
„ IV., .	6,595	6,328	96·0
„ V^1., .	5,299	5,042	95·2
„ V^2., .	3,949	3,789	95·9
„ VI., .	4,777	4,566	95·6
Total, .	47,045	45,095	05·9
WRITING.			
Class I., .	9,715	0,613	99·0
„ II., .	9,108	6,924	98·0
„ III., .	7,502	7,508	98·8
„ IV., .	6,595	6,489	98·4
„ V^1., .	5,299	4,955	93·5
„ V^2., .	3,949	3,815	96·6
„ VI., .	4,777	4,662	97·6
Total, .	47,045	45,966	97·7
ARITHMETIC.			
Class I., .	9.715	9,123	83·9
„ II., .	9,108	8,501	93·3
„ III., .	7,602	6,945	91·4
„ IV., .	6,595	5,984	90·7
„ V^1., .	5,299	4,781	90·2
„ V^2., .	3,949	3,517	89·1
„ VI., .	4,777	4,265	89·3
Total,	47,045	43,116	91·5
SPELLING.			
Class I., .	9,715	9,280	95·5
„ II., .	9,108	8,102	89·0
„ III., .	7,602	5,970	78·5
„ IV., .	6,595	5,112	77·5
„ V^1.,	5,299	4,449	84·0
„ V^2., .	3,949	3,527	09·3
„ VI., .	4,777	4, 404	92·2
Total,	47,045	40,850	86·8
GRAMMAR.			
Class III., .	7,602	6,371	83·8
„ IV., .	6,595	5,199	78·8
„ V^1., .	5,299	3,747	70·7
„ V^2., .	3,949	3,031	76·8
„ VI., .	4,777	3,882	81·3
Total,	28,222	24,230	78·8
GEOGRAPHY.			
Class III., .	7,602	6,564	86·3
„ IV., .	6,595	5,428	82·3
„ V^1., .	5,299	4,245	80·1
„ V^2., .	3,049	3,308	63·8
„ VI., .	4,777	4,052	84·8
Total, .	28,222	23,597	83·6
AGRICULTURE.			
Class IV., .	435	285	65·4
„ V^1., .	361	314	67·6
„ V^2., .	286	211	73·8
„ VI., .	320	225	70·3
Total, .	1,403	965	68·8
BOOK-KEEPING.			
Class V^1., .	1,966	1,502	70·4
„ V^2., .	1,806	1,.59	76·4
„ VI., .	1,114	852	76·5
Total, .	4,466	3,413	76·4
NEEDLEWORK.			
Class II.. .	7,010	6,519	93·0
„ III., .	6,535	6,203	86·1
„ IV., .	5,756	5,543	96·3
„ V^1., .	4,625	4,376	94·6
„ V^2., .	3,449	3,285	95·2
„ VI., .	4,192	4,070	97·1
Total, .	31,567	30,076	95·3

Appendix.
Section II.
F.

Results Examinations.

Workhouse Schools.

(4.) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1897, was 154.

Number of pupils on school rolls (including infants) on last day of month preceding inspection :—

Boys, 2,966; Girls, 2,218; Total, 5,184.

The average daily attendance (including infants) for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Boys, 2,483; Girls, 1,860; Total, 4,343.

Percentage to number on Rolls on last day of month preceding inspection, 83·8.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results :—

Boys, 2,210; Girls, 1,627; Total, 3,837.

Number (including infants) who made 100 attendances, or over, within the results year and were present and examined on day of inspection :—

Boys, 1,993; Girls, 1,438; Total, 3,431.

Percentage to number qualified, 89·4.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed at the Results Examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class, . . .	572	496	86·7	24·1
Second Class, . . .	496	420	84·7	20·9
Third Class, . . .	493	417	84·6	20·8
Fourth Class, . . .	387	304	78·6	16·3
Fifth Class (First Stage), .	251	185	73·7	10·6
Fifth Class (Second Stage).	124	93	75·0	5·2
Sixth Class, . . .	49	31	63·3	2·1
Total, . . .	2,372	1,946	82·0	100·0

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Appendix.
Section II., F.
Results Examinations.
Workhouse Schools.

Workhouse Schools.

General Abstract of Answering.

Tabulation of Proficiency at Results Examinations of Pupils of First and Higher Classes.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I., . .	572	545	95·3
„ II., . .	496	472	95·2
„ III., . .	493	476	96·8
„ IV., . .	387	378	97·7
„ V^1., . .	251	241	96·0
„ V^2., . .	124	121	97·8
„ VI., . .	49	49	100·0
Total, . .	2,372	2,282	96·2
Writing.			
Class I., . .	572	557	97·4
„ II., . .	496	493	99·4
„ III., . .	493	489	99·2
„ IV., . .	387	382	98·7
„ V^1., . .	251	227	90·4
„ V^2., . .	124	121	97·8
„ VI., . .	49	49	100·0
Total, . .	2,372	2,318	97·7
Arithmetic.			
Class I., . .	572	505	88·3
„ II., . .	496	438	88·3
„ III., . .	493	434	88·8
„ IV., . .	387	301	77·8
„ V^1., . .	251	213	84·9
„ V^2., . .	124	98	79·8
„ VI., . .	49	32	65·3
Total, . .	2,372	2,021	85·2
Spelling.			
Class I., . .	572	541	94·8
„ II., . .	498	436	87·9
„ III., . .	493	409	83·8
„ IV., . .	387	314	81·1
„ V^1., . .	251	228	90·0
„ V^2., . .	124	115	92·7
„ VI., . .	49	49	100·0
Total, . .	2,372	2,098	88·1
Grammar.			
Class III., . .	493	413	83·8
„ IV., . .	387	272	70·3
„ V^1., . .	251	158	59·8
„ V^2., . .	124	94	75·8
„ VI., . .	49	33	67·3
Total, . .	1,304	962	73·8
Geography.			
Class III., . .	493	437	88·6
„ IV., . .	387	345	89·1
„ V^1., . .	251	222	88·4
„ V^2., . .	124	109	87·9
„ VI., . .	49	41	83·7
Total, . .	1,304	1,154	88·5
Agriculture.			
Class IV., . .	155	91	58·7
„ V^1., . .	89	63	78·8
„ V^2., . .	57	48	84·2
„ VI., . .	33	26	78·8
Total, . .	334	228	68·3
Book-keeping.			
Class V^1., . .	18	12	66·7
„ V^2., . .	16	14	87·5
„ VI., . .	11	7	63·6
Total, . .	45	33	73·3
Needlework.			
Class II., . .	211	201	95·3
„ III., . .	189	183	96·8
„ IV., . .	141	136	96·5
„ V^1., . .	112	104	92·9
„ V^2., . .	49	49	100·0
„ VI., . .	6	6	100·0
Total, . .	708	679	95·0

Appendix. Section II., F.

Results Examinations.

Evening Schools.

(5.) EVENING SCHOOLS.

The total number of Evening Schools examined for results within the twelve months ended 31st December, 1897, was 36.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 1,765; Females, 511; Total, 2,276.

The average daily attendance for twelve months ended last day of month immediately preceding the Results Examinations in the respective schools was:—

Males, 1,025; Females, 230; Total, 1,255.

Percentage to number on Rolls on last day of month preceding inspection, 55·1.

Number of pupils qualified by attendance for presentation at Examinations for Results:—

Males, 924; Females, 204; Total, 1,128.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees:—

Males, 804; Females, 170; Total, 974.

Percentage to number qualified, 86·3.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed at the Results Examinations:—

GRADES.	Number examined.	Number passed.	Percentage passed.	Percentage examined in each class to total number examined.
First Class,	44	32	72·7	4·5
Second Class,	102	50	49·0	10·5
Third Class,	160	66	41·3	16·4
Fourth Class,	209	89	42·6	21·4
Fifth Class (First Stage),	216	102	47·2	22·2
Fifth Class (Second Stage),	101	44	43·6	10·4
Sixth Class,	142	53	37·3	14·6
Total,	974	436	44·8	100·0

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Appendix.
Section II. F.

Results Examinations.

Evening Schools.

EVENING SCHOOLS.

GENERAL ABSTRACT of ANSWERING.

TABULATION of PROFICIENCY at RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
READING.			
Class I., . .	44	37	84·1
„ II., . .	102	76	74·5
„ III., . .	160	117	73·1
„ IV., . .	209	182	87·1
„ V^1., . .	216	204	94·4
„ V^2., . .	101	96	95·0
„ VI., . .	142	139	97·9
Total, . .	974	851	87·4
WRITING.			
Class I., . .	44	37	84·1
„ II., . .	102	97	95·1
„ III., . .	160	148	92·5
„ IV., . .	209	203	97·1
„ V^1., . .	216	184	85·2
„ V^2., . .	101	84	83·2
„ VI., . .	142	137	96·5
Total, . .	974	890	91·4

CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
ARITHMETIC.			
Class I., . .	44	31	70·5
„ II., . .	102	62	60·8
„ III., . .	160	71	44·4
„ IV., . .	209	108	51·7
„ V^1., . .	216	96	44·4
„ V^2., . .	101	45	44·6
„ VI., . .	142	54	38·0
Total, . .	974	467	40·0
SPELLING.			
Class I., . .	44	18	40·9
„ II., . .	102	49	48·0
„ III., . .	160	69	43·1
„ IV., . .	209	112	53·6
„ V^1., . .	216	154	71·3
„ V^2., . .	101	69	68·3
„ VI., . .	142	117	82·4
Total, . .	974	588	60·4
BOOK-KEEPING.			
Class V^1., . .	11	9	81·8
„ V^2., . .	6	4	66·7
„ VI., . .	2	2	100·0
Total, . .	19	15	78·9

(b.) RESULTS EXAMINATIONS OF INFANT PUPILS.

Results Examinations.

Infants.

TABULATIONS OF PROFICIENCY AT RESULTS EXAMINATION OF INFANT PUPILS AT :—

—	Number examined	Number passed.	Percentage passed.
1. Ordinary Schools, . .	103,792	95,345	91·9
2. Model Schools, . .	829	776	93·6
3. Convent and Monastery Schools,	22,268	21,687	97·4
4. Workhouse Schools, . .	1,059	1,016	95·9

Appendix. Section II. G.

G.—INDUSTRIAL INSTRUCTION.

Reports on the State of Education.

NATIONAL SCHOOLS HAVING SPECIAL INDUSTRIAL DEPARTMENTS.

Synopsis of Reports by District Inspectors on Industrial Instruction.

SYNOPSIS of REPORTS by DISTRICT INSPECTORS on SCHOOL DEPARTMENTS coming within the provisions of Rule 52 (Industrial Instruction), viz.:—

(*a*.) In National Schools whose managers desire that special provision be made for the instruction and training of Externs, as well as female pupils who have passed through the Sixth Class, in embroidery and other advanced kinds of needlework or other approved branches of industrial instruction for females, a salary dependent upon the circumstances of the case may be awarded to a Special Industrial Teacher thoroughly qualified to organize and conduct such instruction.

(*b*.) Such Teacher will be charged with the general supervision of the entire Industrial Education in the School, including the plain needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a Special Industrial Class composed of extern young women, and such pupils as may have passed through the ordinary literary course of the School.

(*c*.) Each member of the Special Industrial Class must be engaged in receiving industrial instruction daily, for such time as in consideration of the nature of the industry pursued may be deemed adequate.

(*d*.) The recognition of a Special Industry Teacher will not relieve the ordinary female teachers of the School from the obligation of giving efficient practical instruction under the supervision of the special Industrial Teacher, in plain needlework, &c., to the pupils of the school classes as prescribed in the programmes, and particularly to the girls of the Sixth Class, under the Alternative Scheme approved for that class.

(*e*.) To warrant the recognition of a Special Industrial Teacher, there must be a separate work-room suitably furnished and used for the instruction of the Special Industrial Class. The instruction, however, of the several classes in needlework, &c., and of the Sixth Class in the Alternative Scheme, may be carried on wholly or partly by the teachers in this work-room.

(*f*.) The remuneration of the Special Industrial Teacher from the Commissioners is limited to the personal salary awarded to her, but the Commissioners strongly recommend that such salary be augmented from local sources by the Patron or Manager of the School.

(*g*.) In every Industrial Department a separate Roll Book, and separate Daily Report Book, must be kept for the Special Industrial Class.

Appendix, Section II., G.

Reports on Industrial Instruction.

DISTRICT 5.—BALLYSHANNON CONVENT, COUNTY DONEGAL.

INDUSTRIAL DEPARTMENT.

Ballyshannon Convent, Industrial Department.

Mr. M'Glade.

This Industrial Department has been in operation since November, 1893. The teacher is competent to give instruction in all the branches taught, viz., machine and hand knitting, shirtmaking, dressmaking, underclothing, altar linen and vestments, Mountmellick work, and art embroidery.

The number of pupils on the Roll (including 26 externs) was 30, of whom 28 were present on the day of inspection, engaged, with very satisfactory results, at machine knitting, shirtmaking, and underclothing.

Part of the work material is purchased by the Community, the remainder is supplied by local drapers. The articles made from the purchased material are sold, and the pupils receive payments, varying from 2*s.* to 16*s.* per week.

A large amount of most useful work is satisfactorily done in this department; and the quantity of finished garments and knitted goods annually sent out from it is very considerable.

DISTRICT 8.—CRUMLIN-ROAD CONVENT, COUNTY ANTRIM.

INDUSTRIAL DEPARTMENT.

Crumlin-road Convent, Industrial Department.

Mr. Dalton.

This Industrial Department has been in operation for 30 years. The teacher possesses the qualifications necessary to teach dressmaking, underskirt-making, knitting of caps, jerseys, &c., crocheting, lace-making, and Mountmellick work, sprigging, art needlework, and ornamental marking.

The number of pupils on the Roll (including 10 externs) was 20, of whom 19 were present on the day of inspection, engaged at scientific cutting-out, dressmaking, lacemaking, art needlework, crocheting—very fair competency being shown.

The work material is supplied, partly by the Community and partly by the pupils, and the finished work is given away to poor children, or used by the pupils themselves; none is disposed of by sale, consequently the pupils do not receive any payment.

The department was conducted with satisfactory efficiency during the year.

DISTRICT 18.—MONAGHAN CONVENT, COUNTY MONAGHAN.

INDUSTRIAL DEPARTMENT.

Monaghan Convent, Industrial Department.

Mr. Keenan.

This Industrial Department was opened on the 1st July, 1896. The teacher is qualified to give instruction in lacework (Carrickmacross), cutting-out, and knitting.

The number of pupils on the Roll (including 31 externs) was 35, of whom 18 were present on the day of inspection, engaged at Clones lace, the quality of the work being excellent. The Industrial Programme for girls of sixth class has been skilfully worked out.

DISTRICT 19.—CANAL-STREET CONVENT, COUNTY ARMAGH.

INDUSTRIAL DEPARTMENT.

Canal-street Convent, Industrial Department.

Mr. Ross.

This Industrial Department has been in operation since April, 1855. The teacher is well qualified in all branches of plain sewing, dressmaking, cutting-out, knitting, crochet, lacemaking (Limerick and point), embroidery, satin stitch, veining, and hem stitching.

Appendix. Section II., G. Reports on Industrial Instruction.

The number of pupils on the Rolls (including 62 externs) was 71, of whom 64 were present on the day of inspection, engaged with satisfactory results in executing orders for fine underclothing, ecclesiastical embroidery, lace work, marking monograms on table linen, &c. A few were also engaged on underclothing of a plainer character.

The work material is supplied by those who send orders and by the Community. The work is largely made to order; some is disposed of by a saleswoman in England, and some is sold locally.

Payment varies from 1s. to 15s. per week, according to ability and industry of worker.

The department continues in a prosperous condition. Orders come in plentifully—especially for the highest class of fine underclothing.

The pupils of the Literary School show good proficiency in the requirements of the programme in needlework.

The teaching power of the department is adequate.

Rostrevor Convent, Industrial Department.

DISTRICT 19.—ROSTREVOR CONVENT, COUNTY DOWN.

INDUSTRIAL DEPARTMENT.

Mr. Ross.

This Industrial Department has been in operation since November, 1868. The teacher is proficient in all branches of plain sewing, cutting-out, and dressmaking; also in Limerick and point lace, Mountmellick work, embroidery, crochet, and crewel work.

The number of pupils on the Roll (including 6 externs) was 10, of whom 7 were present on day of inspection on fine underclothing in linen and silk; also baby clothing and embroidered woollen underskirts. Two were engaged on plain underclothing of a coarser texture. The work on the fine underclothing was of a superior character.

Some of the work material is supplied by the Community, but the main supply comes from those sending orders. Most of the finished work is made to order, some is disposed of locally and some by a saleswoman in England. The pupils receive from 2s. to 6s. per week, according to the ability of worker. The proficiency in needlework of the pupils of the Literary School was generally good, and the sixth class girls presented under the alternative scheme showed satisfactory skill in the Industrial branches selected.

The work of most of the externs is of a superior character. Fine underclothing furnishes the chief employment in the workroom. The attendance of externs continues small, temporary employment as domestic servants during the influx of visitors to Rostrevor has an adverse effect on the attendance of all but the most expert workers among the externs.

St John's Convent, Industrial Department.

DISTRICT 20.—ST. JOHN'S CONVENT, COUNTY MAYO.

INDUSTRIAL DEPARTMENT.

Mr. Semple.

This Industrial Department has been in operation since October, 1895. The teacher is fully qualified.

The number of pupils on the Roll (including 24 externs) was 28, of whom 23 were present on day of inspection, engaged with good results at machine knitting, art needlework, Mountmellick work, and shirt-making.

The work material is supplied by the Community, and the finished work is sold to local shops and private customers. The pupils receive from 2s. to 5s. per week according to skill.

Appendix. Section II. G. Reports on Industrial Instruction.

The proficiency of the pupils of the Literary School in needlework, knitting, &c., was good. The Alternative (Industrial) Scheme for sixth class girls was very successfully carried out. The proficiency of the pupils and monitors who have already passed sixth class, and externs in the business of the Industrial Department, was excellent.

The teaching power of the department is adequate.

District 21.—St. Francis Xavier's Convent, County Mayo.

Industrial Department.

St. Francis Xavier's Convent, Industrial Department. *Mr. P. Newell.*

This Industrial Department has been in operation since 1889.

The teacher has been a good deal engaged under skilled instruction in the important factory attached to the Ballaghaderin Convent and elsewhere.

The number of pupils on the Roll (including 18 externs) was 29, of whom 21 were present on the day of inspection, engaged at shirtmaking.

The work material is purchased, and the finished work is disposed of by sale. The pupils receive payment from 1*s.* 6*d.* to 7*s.* 6*d.* weekly, according to proficiency. There is an important hosiery and shirtmaking industry carried on in connexion with this Convent, a larger amount of employment is thereby given to several grown up girls of the locality. The school children, too, are to a large extent in an industrial atmosphere, and must benefit in that respect in consequence. The teaching power is satisfactory.

District 24.—Carrickmacross National School, County Monaghan. Industrial Department.

Carrickmacross National School Industrial Department. *Mr. Rogers.*

This Industrial Department has been in operation since August, 1876. The teacher has been trained in this School and also in the School of Art, Kildare-street, Dublin.

The number of pupils on the Roll (including 57 externs) was 70, of whom only 7 were present on the day of inspection, engaged at lacemaking—the proficiency being very fair.

The work material is supplied by the Irish Industries Association and the finished work is disposed of by sale to that body, the whole amount of the proceeds going to the pupils.

The proficiency of the pupils of the Literary Department in plain needlework was satisfactory—a higher standard than that of the previous year having been attained.

The Alternative (Industrial) Scheme was very carefully taught, and the skill displayed by the regular extern class was very creditable.

The teaching power of the department has been augmented, and the present system of working the department in conjunction with the Irish Industries Association ought to produce satisfactory results.

District 25.—Crossmaglen Female National School, County Armagh.

Industrial Department.

Crossmaglen Female National School, Industrial Department. *Dr. Steede.*

This Industrial Department has been in operation since June, 1896. The teacher won two silver medals, two first prizes, and two second prizes at the Royal Dublin Society's Exhibition for lacework, including designs and work. The branches taught are Carrickmacross, appliqué, Guipure, and point lace.

Appendix.
Section II, G.
Reports on Industrial Instruction.

The number of pupils on the Roll (including 106 externs) was 116, of whom 25 were present on the day of inspection.

The work material is supplied by the teacher, and the finished work is sent to the Industrial Association, Dublin. Workers beginning receive from 3*s*. to 6*s*. per week for six months, afterwards up to 10*s*., 12*s*., and 14*s*. per week, according to proficiency.

The proficiency of the pupils of the Literary School in plain needlework, &c., was very good—the Alternative Scheme is not adopted. The teacher is well qualified for her work.

Ardee Convent. Industrial Department.

District 25.—Ardee Convent, County Louth.

Industrial Department.

Dr. Steede.

This Industrial Department was opened in November, 1896. The teacher has received the necessary training to enable her to give instruction in English point, Carrickmacross, Guipure, and appliqué lacework, and in crocheting and tatting.

The number of pupils on the Rolls (including 44 externs) was 55, of whom 26 were present on the day of inspection, engaged with good results at lacework, crocheting, tatting, and plain needlework.

The work material is supplied by the nuns, and the finished work is either sent to the Lace Department in Dublin or disposed of to ladies residing in the locality.

The pupils receive wages at the rate of from 1*s*. to 10*s*. per week, according to proficiency.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good. The Alternative (Industrial) Scheme has only been adopted since this inspection.

St. Joseph's Convent, Industrial Department.

District 28.—St. Joseph's Convent, County Longford.

Industrial Department.

Mr. T. P. O'Connor.

This Industrial Department has been in operation since April, 1861. The teacher is qualified to teach plain and fancy needlework, knitting and sewing machine, Macramé lace, Berlin woolwork, &c.

The number of pupils on the Roll (including 17 externs) was 38, of whom 15 (all externs—it being Saturday) were present on the day of inspection, engaged at machine knitting, with the exception of three, who were engaged at paper bag making, a new industry recently introduced.

The work material is supplied with orders received from the shops, and the finished work is sold, the pupils being remunerated at the rate of from 1*s*. to 7*s*. 6*d*. per week, according to skill and work done.

The pupils of the Literary School showed very good proficiency in needlework and knitting. Monitors and sixth class pupils did excellent work of an advanced kind. The externs are chiefly employed in knitting of stockings, &c., by machine, and preparing and finishing for market.

The teaching power is adequate.

Paper bag making has recently been taken up as a new industry. The conductors have arranged with the shopkeepers to supply handmade paper bags, and now a number of girls from the town are employed at this work.

Appendix.
Section II., G.
Reports on Industrial Instruction.

District 29.—Navan (2) Convent, County Meath.

Industrial Department.

Navan (2) Convent, Industrial Department.
Mr. Connelly.

This Industrial Department has been in operation since January, 1889. The teacher is qualified to give instruction in the following branches:—Shirtmaking, ladies' underclothing, dressmaking (plain for children), knitting of all kinds, crewel work, ecclesiastical embroidery, crochet, Macramè lace, sewing and knitting machines, Mountmellick work, &c.

The number of pupils on the Roll (including 11 externs) was 30, of whom 23 were present on the day of inspection, engaged with satisfactory results at crocheting in wool and cotton, Mountmellick work, crewel work, ecclesiastical embroidery, knitting, and dressmaking.

The work material is supplied by the nuns, and the finished work is sold, as a rule, to the friends of the Community.

The pupils receive from 1*s.* 6*d.* to 4*s.* 6*d.* per week, according to efficiency and dexterity.

District 29.—Oldcastle Female National School, County Meath.

Industrial Department

Oldcastle Female National School, Industrial Department.
Mr. Connelly.

This Industrial Department has been in operation since October, 1891. The teacher possesses the necessary qualifications to give instruction in the several branches taught:—Dressmaking, cloakmaking, boys' suits, knitting, crocheting, underclothing, and baby linen.

The number of pupils on the Rolls (including 12 externs) wse 30, of whom 16 were present on the day of inspection, engaged on the branches indicated above.

The work material is supplied partly by the governors of the schools and partly by the pupils, the finished work being sold to the pupils at the cost of the materials.

The proficiency of the pupils of the Literary School in needlework, &c., was satisfactory.

District 30.—King's Inns-street Convent, County Dublin.

Industrial Department.

King's Inns-street Convent, Industrial Department.
Mr. Hynes.

This Industrial Department has been in operation since April, 1889. The qualifications of the teacher enable her to give instruction in all kinds of plain and fancy needlework, including children's tailoring and scientific dressmaking.

The number of pupils on the Rolls, there being no externs, was 43, of whom 41 were present on the day of inspection, engaged at dressmaking, underclothing, crochet, crewel work, and shirtmaking.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., is very good, and the teaching staff is adequate.

District 34.—Oughterard Convent, County Galway.

Industrial Department.

Oughterard Convent, Industrial Department.
Mr. Welply.

This Industrial Department has been in operation since 1889. The teacher has no special qualifications, except those derived from long experience, the excellence of which is abundantly testified to by the quality of the work executed under her directions.

Appendix. Section II., G. Reports on Industrial Instruction.

The branches taught were crochet, knitting, Guipure, Honiton, and English point lace, Mountmellick work, drawn thread work, and crewel work.

The number of pupils on the Rolls (including 18 externs) was 23, of whom 20 were present on the day of inspection, engaged on the branches indicated above, the completed specimens of these branches being excellent.

The work material is supplied by the Community, and the finished work is disposed of by sale, the pupils receiving from 2*s.* to 3*s.* per week.

The department is conducted in a very satisfactory manner, and the specimens of work of various kinds executed by the pupils under the supervision of the industrial teacher are of a high order of merit.

Baggot-street Convent, Industrial Department. *Head Inspector Purser.*

District 30a.—Baggot-street Convent.—County Dublin.

Industrial Department.

This Industrial Department has been in operation since 1888.

The teacher possesses the qualifications necessary to give instruction in plain work (shirts, dresses, &c.), Mountmellick work, gold lace work, Berlin wool work, and art needlework.

The number of pupils on the Rolls (including 9 externs) was 42, of whom 32 were present on the day of inspection, engaged on the branches indicated above, good work being done.

The finer work and material are provided by the nuns; material for plain work is brought by the pupils. The children retain their own; the nuns keep theirs, but also give away little dresses and other clothing made to the poorer children. None of the worked material is sold.

The work done in all departments was very creditable, and the general progress made appears satisfactory.

The proficiency shown by all divisions of sixth class and by the monitors was good. The teaching staff is adequate.

Newtownsmith Convent, Industrial Department. *Mr. Welply.*

District 34.—Newtownsmith Convent.—County Galway.

Industrial Department.

This Industrial Department has been in operation since 1886. The branches taught were shirtmaking, scientific dressmaking, glovemaking, crochet, knitting, Mountmellick work, crewel, embroidery, drawn thread work, point, Limerick, Guipure lace, bookbinding, watch guards, leather work, making of tea and sugar bags.

The number of pupils on the Rolls (including 9 externs) was 20, of whom 17 were present on the day of inspection, engaged at the branches indicated above. The work material is supplied by the Community, and the finished articles are disposed of by private sale. The pupils receive from 3*s.* to 5*s.* per week.

The general work of the department is carried on with a considerable measure of success. Bookbinding is a special feature, and the results attained in that art were very good.

District 37.—Goldenbridge Convent, County Dublin.

Industrial Department.

Golden-bridge Convent, Industrial Department.

Mr. Headen.

This Industrial Department has been in operation since March, 1889. The teacher has the qualifications necessary to give instruction in plain and fancy needlework, embroidery, crochet work, lace—Limerick, Carrickmacross, appliqué, &c.—dressmaking, sewing-machine, &c.

The number of pupils on the Roll (including 11 externs) was 31, of whom 23 were present on the day of inspection, engaged at plain sewing, knitting, shirtmaking, dressmaking, sewing machine, Limerick lace, Carrickmacross appliqué lace.

The work material is supplied by the Community, and the finished work is given as prizes to the most deserving pupils.

In plain needlework and knitting the proficiency of all the classes was highly satisfactory. In the industrial branches of the Alternative Scheme for sixth class the proficiency of the girls was also excellent. They were engaged on some beautiful specimens of Carrickmacross appliquè lace, and showed much skill and ease in working them out.

The teaching power of the department is adequate.

District 37.—Weaver's Square Convent, County Dublin.

Industrial Department.

Weaver's-square Convent, Industrial Department.

Mr. Headen.

This Industrial Department has been in operation since 1890.

The teacher is qualified to give instruction in plain and fancy needlework, crochet work, scientific dress cutting, dressmaking, sewing machine, lace—Limerick, Mountmellick, point, &c.

The number of pupils on the Roll (including 17 externs) was 42, of whom 39 were present on the day of inspection, engaged at plain sewing and knitting, crochet work, sewing machine, dressmaking and Mountmellick work.

The work material is supplied by the Community, and the finished work is given as prizes to the pupils. The only work disposed of by sale was a number of bags made to order for a blue factory. The proceeds—a trifling amount—were divided amongst the pupils who made the bags.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was excellent, except in case of second stage of fifth class; the sewing of these pupils was indifferent in general. The work of the girls engaged on the Alternative (Industrial) Scheme was highly satisfactory. The sewing of the monitors and of the other pupils referred to was good. The teaching power was adequate.

A great number of dresses—over twenty—as well as pinafores, overalls, nuns' skirts, &c., were exhibited by the senior classes, and large quantities of these articles were made during the year, and distributed as prizes from time to time. The work of the department is practically useful and well done.

District 39.—Abbeyfeale Convent, County Limerick.

Industrial Department.

Abbeyfeale Convent, Industrial Department.

Mr. M'Millan, Junr.

This department has been in operation since August, 1895.

The teacher is qualified to give instruction in dressmaking, shirtmaking, Mountmellick work, church embroidery, crewel work, knitting, crocheting and Macramé work.

Appendix, Section II., G.

Reports on Industrial Instruction.

The number of pupils on the Rolls (including 3 externs) was 34, of whom 17 were present on the day of inspection, at work on underclothing, dressmaking, crotcheting, and embroidery.

The work material was provided by the children's parents and relatives, and the finished work was almost all taken home by the children; none of the work was disposed of by sale.

The proficiency of the pupils of the Literary school in plain sewing, knitting, &c., was generally fair, and the teaching power is adequate.

Central Model Girls' Industrial Department.

Head Inspector Strange.

DISTRICT 40A.—CENTRAL MODEL GIRLS' NATIONAL SCHOOL, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since November, 1888. The teacher possesses certificates from the Royal School of Art Needlework of competency to teach art needlework and Mountmellick work. The number of pupils on the Rolls (including 101 externs—Queen's scholars) was 130, of whom 20 (interns) were present on the day of inspection, engaged at art needlework and Mountmellick work. An original grant of £20 was given for work material; this capital still exists, as the work is regularly sold to pupils and others.

No payment is made, as the pupils work but one hour per day.

The staff is competent and sufficient, and the work done is, in all its branches, of a high order of merit.

St. Michael's Convent, Industrial Department.

Mr. M'Enery.

DISTRICT 44.—ST. MICHAEL'S CONVENT, COUNTY KILDARE.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1894.

The teacher is proficient in the various branches taught, viz.:—Dressmaking, shirtmaking, underclothing, embroidery, knitting, and crocheting, darning of house linen, &c.

The number of pupils on the Rolls (including 20 externs) was 39, of whom 15 were present on the day of inspection, engaged with satisfactory results, at the making of underclothing, knitting, crocheting, and embroidery.

The work material is principally supplied by the Community, and a small portion by local employers. The finished work is kept by the Nuns for the House of Mercy girls, or paid for by the shopkeepers who send the material; some of the pupils make up their own material for their own use.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., is good, and the Alternative (Industrial) Scheme is successfully carried out. The teaching staff is adequate.

Stradbally Convent, Industrial Department.

Mr. M'Enery.

DISTRICT 44.—STRADBALLY CONVENT, QUEEN'S COUNTY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1890. The teacher is well qualified and highly competent to give instruction in dressmaking, the making of underclothing, shirtmaking, crocheting, knitting, and embroidery. The number of pupils on the Rolls (including 26 externs) was 30, of whom 29 were present on the day of inspection, engaged with satisfactory results at the making of underclothing, shirtmaking, skirtmaking, embroidery, knitting, and crocheting.

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The work material is supplied by the Community, and the finished work is sold, the pupils receiving payment in kind according to proficiency and work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was of a satisfactory character. In the Alternative (Industrial) School the sixth class pupils, monitors, and externs receive very careful instruction, and the work executed by them was of a high quality. The department is in an efficient state. The teaching power being adequate.

District 44.—Carlow Presentation Convent, County Carlow.

Carlow Presentation Convent, Industrial Department.

Industrial Department.

Mr. M'Enery.

This Industrial Department has been in operation since 1867, having been re organized in 1889. The teacher is well qualified to give instruction in needlework, knitting, and crochet work, dressmaking, and various kinds of embroidery, including Mountmellick work.

The number of pupils on the Rolls (including 24 externs) was 50, of whom 38 were present on the day of inspection, engaged with satisfactory results at dressmaking, Mountmellick work, knitting, crocheting, sewing machine, making overalls, &c.

The work material is principally supplied by the Community, but the sixth class girls bring their own work and finish it in the school. The finished work is disposed of for the most part by sale to ladies in the neighbourhood. The extern pupils are remunerated at from 1*s.* to 3*s.* 6*d.* per week, according to proficiency.

The proficiency of the pupils of the Literary Department in plain needlework, knitting, &c. was high, and the Alternative (Industrial) Scheme was very carefully taught to monitors and sixth class pupils.

The extern pupils present on the day of inspection showed considerable proficiency in the various branches at which they were engaged.

The teaching staff is adequate and efficient.

District 45.—Kilrush Convent, County Clare.

Kilrush Convent, Industrial Department.

Industrial Department.

Mr. Hogan.

This Industrial Department has been in operation since 1869. The teacher is fully qualified to give instruction in dressmaking, all branches of needlework and knitting, various kinds of lace, Clare embroidery, Mountmellick work, crewel work and Mosquito netting.

The number of pupils on the Roll (including 10 externs) was 38, of whom 24 were present on the day of inspection, engaged at Mountmellick work, crewel work, fine underclothing, dressmaking, and Clare embroidery.

The work material is partly supplied by the pupils and partly by the Community, some of the finished work is sold, some retained by the pupils and some given away. The pupils receive payment in proportion to their skill and the work performed.

The pupils of the Literary Department are well prepared in plain needlework, knitting, &c. Satisfactory work is done in the Industrial Department, and the teaching power is sufficient.

DISTRICT 45.—KILKEE CONVENT, COUNTY CLARE.

INDUSTRIAL DEPARTMENT.

Kilkee Convent, Industrial Department.
Mr. Hogan.

This Industrial Department has been in operation since January, 1892. The teacher is qualified to give instruction in the various branches of needlework and knitting, dressmaking, fine underclothing, various descriptions of lace, crewel and crochet work.

The number of pupils on the Rolls (including 22 externs) was 41, of whom 12 were present on the day of inspection, engaged at fine needlework, lacemaking, Clare embroidery and dressmaking.

The work material is supplied partly by the pupils and partly by the Community, and some of the finished work is sold, some retained by the pupils, and some given away.

The pupils are remunerated in proportion to the work done.

In the Literary School, the pupils are well prepared in needlework, knitting, &c.

A satisfactory proficiency in the business of the Industrial Department is exhibited, and the teaching power is sufficient.

DISTRICT 46.—ENNIS CONVENT, COUNTY CLARE.

INDUSTRIAL DEPARTMENT.

Ennis Convent, Industrial Department.
Mr. Hogan.

This Industrial Department has been in operation since April, 1891. The teacher is qualified to give instruction in all branches of needlework, knitting, and dressmaking, and various kinds of lace, Clare embroidery, crochet, Mountmellick work, sprigging, crewel work, crazy work, &c.

The number of pupils on the Rolls (including 18 externs) was 24, of whom 18 were present on the day of inspection, engaged with satisfactory results at Clare embroidery, shirtmaking, Mountmellick work, crewel work, knitting, crochet and fine needlework.

The work material is partly supplied by the Community, and partly by the pupils, the finished work being sold, given away, or kept by the pupils, who are remunerated in proportion to their skill and the amount of work done.

The pupils in the Industrial Department are doing well, and a most gratifying feature is the fact that the girls are placed in a position to earn very fair remuneration for their work. The teaching power is sufficient.

DISTRICT 47.—KILKENNY CONVENT, COUNTY KILKENNY.

INDUSTRIAL DEPARTMENT.

Kilkenny Convent, Industrial Department.
Mr. Shannon.

This Industrial Department has been in operation since 1888. The teacher is fully qualified to give instruction in the various branches taught.

The number of pupils on the Rolls (including 10 externs) was 46, of whom 18 were present on the day of inspection, engaged, with satisfactory results, at dressmaking, stocking weaving and lace making.

The work material is supplied by the Community, and the finished work is sold, the pupils receiving payment at from 2*s.* 6*d.* to 7*s.* per week, according to skill and work performed. The department continues to make satisfactory progress.

The pupils of the Literary School are excellent at plain needlework, knitting, &c. The teaching power is adequate, and the externs employed receive wages, which, though small, are very much desired and appreciated.

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District 47.—St. Patrick's Convent, County Kilkenny.

Industrial Department.

St. Patrick's Convent, Industrial Department.
Mr. Shannon.

This Industrial Department has been in operation since June, 1871, the teacher is fully qualified to give instruction in the various branches taught.

The number of pupils on the Rolls (including 18 externs) was 28, of whom 20 were present on the day of inspection engaged at plain needle-work, knitting and crocheting, boy's clothing, crewel work, ecclesiastical embroidery, and lacemaking.

The work material is supplied by the Community, and the finished work is disposed of principally by sale, some portion being given by the Community in charity.

The pupils receive wages at the rate of from 1*s.* to 7*s.* 6*d.* per week, according to proficiency.

The department continues to be conducted in a satisfactory manner. The pecuniary results were better than those of previous year; and a new departure, which promises to be successful, has been made by the nuns undertaking the making of boys' clothing. The teaching power is adequate.

The proficiency of the pupils of the Literary School in plain needle-work, knitting, &c., was creditable.

District 48.—Youghal Convent, County Cork.

Industrial Department.

Youghal Convent, Industrial Department.
Mr. Craig.

This Industrial Department has been in operation since May, 1889. The teacher is qualified to give instruction in all kinds of plain and fancy needlework, including Youghal lace.

The number of pupils on the Rolls (including 25 externs) was 35, of whom 22 were present on the day of inspection, engaged at plain needlework and Youghal lacemaking.

The only work material is the thread which each worker supplies herself—the finished work is sold, the lace makers receiving from 2*s.* to 12*s.* per week, according to their skill.

The lace is perfect in design and finish—a noteworthy specimen executed during the year was a fichu presented to Her Majesty the Queen on the occasion of her Diamond Jubilee. The proficiency of the pupils of the Literary Department in plain needlework, knitting, &c., was satisfactory. The teaching power is adequate.

District 49.—Dungarvan (1) Convent, County Waterford.

Industrial Department.

Dungarvan (1) Convent, Industrial Department.
Dr. Skeffington.

This Industrial Department has been in operation since October, 1896. The teacher is fully qualified to teach hand and machine knitting and sewing, embroidery, shirtmaking, vestments, &c.

The number of pupils on the Rolls (including 24 externs) was 39, of whom 19 were present on the day of inspection, engaged with very fair skill at various branches.

The work material is supplied partly by the teacher and partly by the pupils, who take home their own work; that supplied by the teachers is disposed of by private sale, the workers being remunerated according to the amount of work done.

The pupils of the Literary Department are fairly proficient in plain needlework, knitting &c., the teaching power is adequate.

District 49.—New Ross (1.) Convent, County Waterford.

Industrial Department.

New Ross (1) Convent, Industrial Department.

Dr. Skeffington.

This Industrial Department has been in operation since 1886. The teacher is qualified in all the various branches of plain and ornamental work, including the drawing of patterns. The branches taught are point lace, which is specially good, crochet work also excellent, Mountmellick work, various sorts of woolwork, petticoats, &c., crewel work, &c.

The number of pupils on the Roll (including 41 externs) was 60, of whom 35 were present on the day of inspection, engaged at point lace making, Mountmellick, woolwork, &c.

The work seemed very good, but the workers did not draw the patterns.

The sixth class pupils supply their own work material and take the finished work home with them. The Community supply the material for the externs, and their finished work is disposed of by the nuns in all parts of the world.

From 6*s.* to 10*s.* per week is paid to those who are expert workers, beginners getting less.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good on the whole. The Alternative (Industrial) Scheme is efficiently worked, and the teaching power is well provided for.

District 49.—Stradbally Convent, County Waterford.

Industrial Department.

Stradbally Convent, Industrial Department.

Dr. Skeffington.

This Industrial Department has been in operation since February, 1892. The teacher is well qualified to give instruction in the making of vestments, dresses, underclothing, gold embroidery, knitting, &c., &c.

The number of pupils on the Roll (including 25 externs) was 33, of whom 28 were present on the day of inspection, engaged at knitting, crocheting, dressmaking, embroidery, and shirtmaking.

The work material is supplied by the Community, and the finished work is disposed of to private individuals and to business houses, the pupils receiving from 3*s.* to 5*s.* per week according to proficiency.

Plain needlework, knitting, &c., including the Alternative (Industrial) programme, was very well taught. The proficiency of the pupils and externs in the Industrial Department seemed very good, the teaching staff is ample and well qualified, and the business appeared to be carried on with regularity and very fair success.

District 50.—Templeshannon Convent, County Wexford.

Industrial Department.

Templeshannon Convent, Industrial Department.

Mr. M'Alister.

This Industrial Department has been in operation since September, 1893. The teacher is competent to give instruction in shirtmaking, church embroidery, ribbon work, knitting (machine and hand), and skirtmaking.

The number of pupils on the Roll (including 18 externs) was 24, of whom 15 were present on the day of inspection, engaged with satisfactory results at hand and machine knitting, plain sewing, and ribbon work (Pompadour).

Appendix. Section II., G. Reports on Industrial Instruction.

The work material is supplied by the Community, and the finished work is sold—the workers earning from 6*d.* to 6*s.* per week, according to the quality and quantity of the work done.

The staff is adequate, and sufficient evidence was forthcoming that the various classes of girls engaged during the day—ordinary pupils, externs, monitors, and ex-pupils—had acquired a satisfactory facility in the branches of industrial work undertaken by the department.

No difficulty is experienced in disposing of the finished articles at a remunerative price; specimens sent to Her Excellency Lady Cadogan's Textile Exhibition were the means of procuring a considerable number of orders.

DISTRICT 50.—ST. MARY'S CONVENT, COUNTY WEXFORD.

INDUSTRIAL DEPARTMENT.

St. Mary's Convent, Industrial Department. — *Mr. M'Alister.*

This Industrial Department has been in operation since September, 1891. The teacher is qualified to give instruction in sewing machine and advanced dressmaking, knitting and crocheting, and shirtmaking.

The number of pupils on the Roll (including 13 externs) was 21, of whom 14 were present on the day of inspection, engaged on the several branches indicated above, together with plain needlework.

The work material is supplied partly by the Community and partly by the pupils; the finished work supplied by the pupils is taken away by them; that supplied by the Community is distributed among the poorer children. No payment is made to the workers.

The teaching power is at present adequate.

The ex-pupils and externs displayed in general a facility in the various branches undertaken, indicative of regular instruction. To the girls still on the Rolls of the Literary School due attention has been paid, but a closer supervision of the younger children would be desirable.

DISTRICT 51.—MOUNT ST. VINCENT CONVENT, COUNTY LIMERICK.

INDUSTRIAL DEPARTMENT.

Mount St. Vincent, Industrial Department. — *Dr. Bateman.*

This Industrial Department has been in operation since 1877. The teacher is fully qualified to give instruction in the various branches taught.

The number of pupils on the Rolls (of whom 43 were externs) was 51, of whom 50 were present on the day of inspection engaged, with satisfactory results, at dressmaking, shirtmaking, ladies' underclothing, baby clothes, sewing and knitting, fancy work and sewing machine.

The work material is supplied by the Community and by private orders, and the finished work is either sold or used as clothing by the pupils. The workers receive no payment except in special cases.

The pupils of the Literary School were well instructed in plain needlework, knitting, &c. The teaching power is adequate. All the clothing required for over 200 children maintained in the Industrial School attached to this Convent is made by the pupils of this department.

DISTRICT 51.—ADARE CONVENT, COUNTY LIMERICK.

INDUSTRIAL DEPARTMENT.

Adare Convent, Industrial Department. — *Dr. Bateman.*

This Industrial Department has been in operation since 1868. The teacher is capable of giving instruction in plain and fancy work, knitting, dressmaking, cutting-out, and the use of the sewing machine.

G 2

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Appendix. Section II., G. — Reports on Industrial Instruction

The number of pupils on the Roll (including 3 externs) was 10, of whom 8 were present on the day of inspection, engaged at cutting-out and plain work, with very fair results, and at knitting, which was but moderate.

The work material is supplied by the pupils for their own use, or by the Community; the finished work is purchased by the pupils, or sold or given as rewards to pupils. No payment is made to the workers.

The pupils of the Literary School exhibited very fair proficiency in plain needlework, but those of the fifth classes were not expert at knitting.

The pupils and monitors who had already passed the sixth class were proficient in the business of the Alternative (Industrial) Scheme. The teaching power is ample.

Carrick-on-Suir Convent, Industrial Department. — *Mr. O'Riordan.*

DISTRICT 53.—CARRICK-ON-SUIR CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1887. The teacher is qualified to give instruction in the various branches taught The number of pupils on the Roll (including 7 externs) was 46, of whom 43 were present on the day of inspection, engaged at the making of shirts, dresses, pinafores, underclothing, jerseys, stockings, crewel-work, Mountmellick work, embroidery, macramè, crocheting; the work was well done.

The work material is supplied by the Community, who give the finished work to the poor, by shopkeepers who pay for the work when done, and by the pupils who retain the finished work of the material which they supply. The wages range from 2*s*. to 5*s*. per week, according to amount of work and proficiency.

High proficiency in plain needlework, knitting, &c., was exhibited by the pupils of the Literary School, the teaching power is adequate.

Fethard Convent, Industrial Department. — *Mr. O'Riordan.*

DISTRICT 53.—FETHARD CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1885. The teacher is qualified to give instruction in the various branches taught. The number of pupils on the Roll (including 2 externs) was 19, of whom 17 were present on the day of inspection, engaged at the making of shirts, dresses, underclothing, baby-clothes, fancy work, Mountmellick work, crewel work, machine-made cardigans, and embroidery—proficiency being very fair.

Some of the work material is supplied by the nuns, some by the pupils, and some by shopkeepers, and the finished work is disposed of to the pupils, shopkeepers, and private customers—the wages vary from 1*s*. to 4*s*. per week, according to circumstances.

The proficiency of the pupils of the Literary Department in plain needlework, knitting, &c., was very good. The teaching power is adequate.

Cashel Convent, Industrial Department. — *Mr. O'Riordan.*

DISTRICT 53.—CASHEL CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1890. The teacher is qualified to give instruction in the branches taught.

The number of pupils on the Rolls (including 5 externs) was 26, of whom 20 were present on the day of inspection, engaged with very fair

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results at dressmaking, shirtmaking, crochet, Mountmellick work and embroidery (Hungarian, jewelled, and ecclesiastical).

The work material is supplied partly by the Community, who give the finished work to poor children, and partly from private customers. The workers are paid at the rate of 1*s.* 3*d.* to 6*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good—the teaching power is sufficient.

St. Joseph's Convent, Industrial Department.

DISTRICT 53.—ST. JOSEPH'S CONVENT (CARRICK-ON-SUIR), COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

Mr. O'Riordan.

This Industrial Department has been in operation since January, 1890. The teacher has the necessary qualifications to teach dressmaking, shirtmaking, underclothing, embroidery, crochet, crewel work, and lacemaking.

The number of pupils on the Roll (including 21 externs) was 29, of whom 21 were present on the day of inspection, engaged with satisfactory results at the making of shirts, dresses, and underclothing, ecclesiastical embroidery and knitting by hand and machine.

The work material is supplied by the Community, shopkeepers, and private customers, the finished work being sold. The pupils receive payment at the rate of from 2*s.* 6*d.* to 10*s.* per week, according to circumstances.

The proficiency of the pupils of the Literary Department in plain needlework, and knitting, &c., was very good, the teaching power is adequate.

Castleisland Convent, Industrial Department.

DISTRICT 54.—CASTLEISLAND CONVENT, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

Mr. Coyne.

This Industrial Department has been in operation since September, 1893. The teacher is qualified to give instruction in all kinds of needlework, plain and fancy.

The number of pupils on the Rolls (including 35 externs) was 57, of whom 42 were present on the day of inspection, engaged with very satisfactory results at dressmaking, crocheting of lace, crocheting of woollen articles, such as petticoats, jerseys, shawls; Mountmellick work, crewel work, and embroidery.

The work material is partly purchased by the nuns, and partly supplied by the extern pupils; the finished work is generally disposed of by local sales, the workers receive the net profits, when all expenses are paid.

The proficiency of the Literary Department in plain needlework, knitting, &c., was very satisfactory, the teaching power is adequate.

Moyderwell Convent, Industrial Department.

DISTRICT 54.—MOYDERWELL CONVENT, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

Mr. Coyne.

This Industrial Department has been in operation since September, 1894. The teacher is competent to give instructions in plain and fancy needlework, embroidery, crochet, dressmaking, &c.

The number of pupils on the Rolls (including 14 externs) was 31, of whom 25 were present on the day of inspection, engaged at embroidery, macramè, crochet, lace, ribbon work, Ava canvas work, boys' suits, plain needlework and knitting, with satisfactory results.

Appendix, Section II., G.

Reports on Industrial Instruction.

The work material is supplied with orders from private families to whom it is returned when finished; the pupils are paid according to the value of the work done. A few who are good workwomen, are paid from 6*s.* to 8*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very satisfactory, the teaching power is adequate.

Tralee (1) Convent, Industrial Department.

Mr. Coyne.

DISTRICT 54.—TRALEE CONVENT (1), COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been recognised since June, 1890. The teacher is qualified to teach plain and art needlework, scientific cutting-out and the use of sewing and knitting machines.

The number of pupils on the Roll (including 36 externs) was 47, of whom 38 were present on the day of examination, engaged with very satisfactory results at crochet work of every description, embroidery, plain needlework, and knitting of stockings and jerseys by machinery.

The work material is supplied by the nuns, and the finished work is sold to customers, the wages paid being from 2*s.* to 6*s.* per week, according to the character of the work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very satisfactory, and the teaching power is adequate.

Kanturk Convent, Industrial Department.

Mr. P. J. Fitz-Gerald.

DISTRICT 55.—KANTURK CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since August, 1889. The teacher is competent to give instruction in Mountmellick work, fine underclothing, and crocheting.

The number of pupils on the Roll (including 9 externs) was 17, of whom 8 were present on the day of inspection, engaged at crocheting, the working of which was very effectively done.

The work material is supplied by the parents of the pupils or by townspeople; the finished work is used by the girls and members of their families, or handed over to the owners in the finished state. The workers receive the price of making up.

The proficiency of the pupils of the Literary School in plain needlework is very fair; the teaching power is sufficient.

Doneraile Convent, Industrial Department.

Mr. Daly.

DISTRICT 56.—DONERAILE CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since June, 1891. The teacher is competent to give instruction in shirtmaking, Mountmellick work, art needlework, knitting and crochet work, and dressmaking.

The number of pupils on the Roll (including 7 externs) was 13, of whom 9 were present on the day of inspection, engaged with fair results on the branches indicated above.

The work material is supplied partly by the parents, partly by the Community and by the public, who pay for the work done: the finished work is given back to the owners, some being given in charity to the poor. When disposed of by sale, payment depends on amount of work done by the pupils, varying from 1*s.* to 2*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very satisfactory, the teaching power being adequate.

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District 57.—Killarney Convent of Mercy, County Kerry.

Industrial Department.

Killarney Convent of Mercy, Industrial Department.

Mr. Cromie.

This Industrial Department has been in operation since January, 1891. The teacher is fully competent to give instruction in the following branches :—Point lace, Carrickmacross lace, crochet, use of sewing machine, dressmaking, and fine underclothing.

The number of pupils on the Rolls (including 19 externs) was 36, of whom 13 were present on the day of inspection, engaged on the branches indicated above.

The work material is supplied by the nuns, and the finished work is sold, the workers receiving from 2*s.* to 10*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., may be considered fair on the whole.

Valuable work is done in this Industrial Department by the more advanced pupils and by the externs, especially in lace work. Some of the samples of lace exhibited on the day of examination were models of neat and skilful execution. The teaching power is adequate.

District 57.—Killarney Presentation Convent, County Kerry.

Industrial Department.

Killarney Presentation Convent, Industrial Department.

Mr. Cromie.

This Industrial Department has been recognised since January, 1897. The teacher is qualified to give instruction in dressmaking, point and Carrickmacross lace, ornamental and ecclesiastical embroidery, and shirtmaking.

The number of pupils on the Rolls (including 8 externs) was 30, of whom 22 were present on the day of inspection, engaged on the branches indicated above.

The work material is supplied by the nuns, and the finished work is sold, the pupils receiving from 1*s.* to 6*s.* per week, according to circumstances.

A very high proficiency was exhibited by all classes in the Literary School. The pupils already passed sixth class, and monitors, and the externs appeared to be taught in a careful and skilful manner. The department is very successfully conducted, and the teaching power is adequate.

District 58.—Kenmare Convent, County Kerry.

Industrial Department.

Kenmare Convent, Industrial Department.

Mr. Hughes.

This Industrial Department has been in operation since January, 1891. The teacher is fully qualified to give instruction in lace work, dressmaking, needlework, knitting, and crochet.

The number of pupils on the Roll (including 23 externs) was 31, of whom 19 were present on the day of inspection, engaged on lace, crochet, and knitting, the work on all of which was being successfully carried out.

The ladies of the Convent supply the materials for lace work, and the pupils those for other branches. The finished work is sold, the pupils receiving the balance of the selling price after deducting the price of the material.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., reached a high standard, that of the monitors and sixth class pupils deserving the highest praise. The pupils presented in the

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Appendix. Section II. G. Reports on Industrial Instruction.

Alternative (Industrial) Scheme took up plain dressmaking, knitting, and crochet work as their qualifying subjects. All were exceedingly well taught, and the amount and quality of the work bore testimony to the industry of the pupils and the skill and care of the teachers. The externs were principally engaged on lace work, for which the Convent is widely celebrated. The exquisite specimens on view, and the orders received from all parts of the Kingdom, indicated that their fame was well deserved.

The teaching power is adequate.

Castletown-Bere Convent Industrial Department.

DISTRICT 58.—CASTLETOWN-BERE CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

Mr. Hughes.

This Industrial Department has been in operation since July, 1896. The teacher is qualified to give instruction in the various branches taught.

The number of pupils on the Roll (including 11 externs) was 27, of whom 18 were present on the day of inspection, successfully engaged at dressmaking, crocheting, and knitting, art needlework, Mountmellick work, underclothing, and advanced kindergarten work.

The work material is supplied by the pupils, who take home the finished articles, by the nuns who give them in charity, and by shopkeepers who sell the articles made for them, and pay for the work done. Very little work was sold. One pupil received 3*s.* per week, and two others 1*s.* per week.

The pupils of the Literary School acquitted themselves admirably in plain needlework, knitting, &c., and the senior girls presented in dressmaking and sewing machine, showed a thorough acquaintance with the subject.

Judging from the finished specimens of work of this Industrial Department exhibited, and from those in the hands of the pupils during the inspection, it may be confidently said that the department is being conducted in a highly efficient manner, and that it will prove a boon to the neighbourhood. The teaching power is adequate.

Rosscarberry Convent, Industrial Department.

DISTRICT 59.—ROSCARBERRY CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

Mr. Young.

This Industrial Department has been in operation since July, 1895. The teacher is fully competent to give instruction in the following branches:—Dressmaking, fine underclothing, knitting and crocheting, repairing of garments, Mountmellick work, embroidery, &c.

The number of pupils present on the day of inspection was 47, of whom 26 were externs.

The class appeared to be making very good progress at plain and fancy needlework, knitting, crocheting, cutting-out, dressmaking and the use of the sewing machine.

The work material is supplied partly by the Community, and partly by the pupils, the finished work being sold, payment being made in proportion to the value of the work executed.

The proficiency of the pupils of the Literary School in plain needlework knitting, &c., was good.

District 59.—Clonakilty Convent, County Cork.

Industrial Department.

Clonakilty Convent, Industrial Department.

Mr. Young.

This Industrial Department has been in operation since January, 1891. The teacher is thoroughly competent to teach all branches of needlework, including crocheting and knitting (hand and machine), Mountmellick work, art needlework, dressmaking, sprigging, embroidery, making of shirts, underclothing, &c.

The number of pupils on the Roll (including 10 externs) was 43, of whom 41 were engaged on the day of inspection at the various branches indicated above. The work in hands was of excellent quality. Several orders for fine underclothing, sprigging, embroidery, &c., were being completed.

The work material is supplied by the Community, and by those giving private orders, and the finished work is sold, the pupils receiving from 1*s.* to 6*s.* per week, according to the work done.

The department continues to increase in usefulness and efficiency yearly. The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was excellent, and the same may be said of the Special Industrial Department. The art needlework was especially good, the designs being in many instances prepared by the pupils themselves. In this connexion the South Kensington Art Class has been of great service.

District 59.—St. Mary's Convent, County Cork.

Industrial Department.

St. Mary's Convent, Industrial Department.

Mr. Young.

This Industrial Department has been in operation since August, 1896. The teacher is competent to give instruction in dressmaking, plain sewing, lacemaking, Mountmellick work, &c.

The number of pupils on the Roll (including 6 externs) was 25, of whom 21 were present on the day of inspection, when very good work was being done in dressmaking, Mountmellick, and lacework.

The work material is supplied by the Community, and of the finished work, some is sold in the neighbourhood, but the greater part is given to the poor. No regular payment is, as yet, made to the pupils.

Although this department has been in operation for so short a time excellent progress has been made—plain and fancy work of all kinds having been most carefully taught. When the advantages to be derived from attending the class become better known it is sure to be availed of to a much larger extent by externs and past pupils of the school.

In the Literary School great attention is paid to needlework, in which the proficiency is good.

District 59.—Skibbereen Convent, County of Cork.

Industrial Department.

Skibbereen Convent, Industrial Department.

Mr. Young.

This Industrial Department has been in operation since September, 1860. The teacher is competent to give instruction in shirtmaking, fine underclothing, Mountmellick work, point lace, embroidery, and various kinds of fancy-work.

The number of pupils on the Rolls (including 19 externs) was 45, of whom 39 were present on the day of inspection, engaged in the various branches indicated above, all of which were efficiently taught.

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Appendix. Section II., G. Reports on Industrial Instruction.

The work material is partly supplied by the pupils, and partly by the Community. Of the finished work some is sold, and some kept by the children, who get the price of the articles they wish to sell.

Wages range from 2*s.* to 5*s* per week, according to circumstances.

The department is very efficiently conducted; in addition to plain needlework and shirtmaking, Mountmellick work, embroidery and various kinds of fancy-work are taught—some of the specimens exhibited were very beautiful. Weaving is taught in a separate room by a skilled weaver.

The quality of the needlework executed by the pupils of the Literary School, shows a steady improvement.

Bandon Convent, Industrial Department.

District 60.—Bandon Convent, County Cork.

Industrial Department.

Mr. Smith.

This Industrial Department has been in operation since January, 1894. The teacher is fully qualified to give instruction in lace-making, Mountmellick-work, dressmaking, fine underclothing, crocheting, knitting, &c.

The number of pupils on the Rolls (including 11 externs) was 38, of whom 24 was present on the day of inspection, engaged at lace-making, fine underclothing, and shirtmaking.

The work material is supplied by the Community, and part of the finished work is sold, the remainder is given to the children. The wages range from 1*s.* to 4*s.* per week, according to circumstances.

The general proficiency is satisfactory, and the teaching power is adequate.

The pupils of the Literary School were well taught in plain needlework, knitting, &c.

Kinsale Convent. Industrial Department.

District 60.—Kinsale Convent, County Cork.

Industrial Department.

Mr. Smith.

This Industrial Department has been in operation since January, 1889. The teacher is fully qualified to give instruction in Limerick lace, run and tambour, Greek lace, Carrickmacross lace, Mountmellick work, crochet, muslin and coloured embroidery, marking of fine underclothing, knitting by hand and machine, &c.

The number of pupils on the Roll (including 80 externs) was 94, of whom 82 were present on the day of inspection, engaged on the various branches indicated above.

The work material is bought, and the finished articles are sold, the workers being paid by the piece. Wages average from 1*s.* to 10*s.* per week, according to circumstances.

A large measure of success attended the working of this department, wherein a high standard of merit has been attained in lace-making.

Needlework, knitting, &c., is well taught to the pupils of the Literary School. The teaching power is adequate.

APPENDIX H.

(1.) REVISED INSTRUCTIONS TO INSPECTORS IN REFERENCE TO THE RESULTS PROGRAMME AND EXAMINATIONS.

Instructions to Inspectors as to Results Examinations.

(*Instructions of a somewhat similar character were given to Inspectors in* 1881. *Those now issued will be subject to any modification which may be found necessary at the next revision of the School Programme.*

(*a.*) The examination of a school has for its object not only to test the actual knowledge of the pupils, but also to secure for them suitable and sufficient instruction.

(*b.*) The Inspector should keep the requirements of the programme carefully in view, and scrupulously avoid transgressing its legitimate scope and limits.

(*c.*) It is of the utmost importance to ascertain whether a good foundation has been laid by the teacher, and whether the leading points of each subject have been well impressed on the pupil's minds.

(*d.*) In the examination of the pupils each succeeding question should, as far as possible, bear some obvious relation to the previous one, so that the memory of the child may be aided by the ordinary association of ideas, and by a simple process of reasoning.

(*e.*) The Inspector's manner should be such as to impart confidence to timid children; whatever knowledge a child is possessed of should be kindly and patiently elicited.

(*f.*) The Inspector in the discharge of his important duties, is expected to maintain a calm and judicial demeanour; to avoid any display of irritation or harshness; and to treat the teachers with that courtesy to which they are entitled. He should also refrain from any adverse comments upon the condition of the school, or the character of the answering, before the pupils.

(*g.*) It is the duty of an Inspector, as far as practicable, to make such arrangements as will enable him to attend on the day of a Results' Examination at an early hour. If he should be unable to attend till a comparatively late hour, he ought to notify the fact, if possible, beforehand, so that the teacher and the pupils may not suffer from suspense and uncertainty.

(*h.*) It is not desirable that a Results' Examination should be prolonged till a late hour, particularly in the winter months, or that the infants should be detained after the usual hour for closing school. When the examination of a school extends over several hours, as is not

Instructions to Inspectors as to Results Examinations.

uncommonly the case, the Inspector should see that each class is allowed a short interval of freedom from work. It may be possible to permit all, or nearly all, the pupils to resort to the playground for ten minutes or a quarter of an hour; and much insight into the order and discipline of the school may be acquired by carefully watching the classes as they break up, and again as they re-assemble. For this, as well as for other reasons, it is desirable that the inspection of each school should, as far as possible, be kept distinct and separate, even where the attendance is small; and as a general rule the examination of one school should be completed before another is begun.

(*i.*) In furnishing his report on any school the Inspector, when calling attention to defects in the proficiency of the classes, should indicate where the responsibility for the particular defect complained of chiefly rests.

(*j.*) The Inspector should not fail to report his judgment of the moral tone of the school and the observance of discipline, cleanliness, and order; he should also bring under notice the defects, if any, in the condition of the school-house or premises.

The subjoined instructions have reference mainly to the ordinary and more important subjects of the School Course.

1. *A Pass* in any subject is to be awarded for proficiency in the principal head of that subject. The Inspector is, however, required to examine on the other heads carefully, and to call particular attention in his Report to any case of marked neglect. This applies in a special manner to *Explanation* as required in connection with Reading, and to *Mental Exercises* in Arithmetic.

2. The pass mark "1" is to be given only where the proficiency of the pupil has been fully satisfactory; answering of a fair or passable character is to be indicated by the pass mark "2."

Taking 100 as the maximum, the value of the answering of a pupil at the Results Examination to entitle him to a satisfactory pass, should be at least 60 per cent., and to entitle him to a mere pass it should be at least 40 per cent.

INFANTS' CLASS.

3. In the case of the younger infants the "pass" may be awarded on the correct reading and spelling of two or more individual words, but in the higher sections of this class the correct reading of at least one sentence should also be required. While the pass marks may be awarded on the reading and spelling only, the Inspector is also to report whether the pupils have been trained in at least two suitable Infants' School exercises. Exercises adapted for Infants' Classes or Schools include the use of the Ball Frame, Drill, Singing, Conversational Object Lessons, and Elementary Drawing; and in organised Infants' Schools or Infants' Departments the Kindergarten System should be practised.

The Inspector should refer particularly in his Report to any case in which pupils have been unduly retained in the Infants' Class.

Appendix. Section II., H.

Instructions to Inspectors as to Results Examinations.

FIRST CLASS.

4. *Reading.*—The words of a sentence should be properly connected, but, with a view to guard against the mere saying of the words from memory, the Inspector should also apply the test of reading detached words at sight, before determining the pass mark.

5. *Spelling.*—The test should consist of not less than five words; the correct spelling of three words out of five merits a "No. 1" pass, of two words a "No. 2" pass.

6. *Writing.*—The sentence to be copied should be written on the blackboard by the Teacher, but is to be selected by the Inspector. Parallel lines should be used to regulate the size of the letters. Capital letters are not required in this class.

7. *Arithmetic.*—Pupils when working sums are not to be allowed to count on their fingers, or to adopt any similar expedient as an aid to calculation.

SECOND CLASS.

8. *Reading.*—Pupils should read a passage of five or six lines, and should get a second trial if they fail in the first. The ready recognition of the words should be strictly insisted on as essential for a "No. 2" pass; while for a "No. 1" pass proper attention to pauses and good distinct articulation are to be required.

9. *Spelling.*—At least five words should be given, with same rule as to conditions for a pass mark as in First Class.

10. *Writing.*—The test copy should contain words of at least four letters. Imitation of the head line to be regarded as the main point in estimating the pass mark. Guiding lines may be used.

11. *Arithmetic.*—In subtraction four figures are to be given in the minuend and in the subtrahend, and at least one cipher should be introduced. Same rule as to counting on fingers, &c., as in First Class.

12. *Needlework.*—The hemming should be strong, the stitches going well through upper and lower folds, and slanted, and the knitting should be free from dropped stitches. Thimbles to be used by the pupils.

THIRD CLASS.

13. *Reading.*—Distinct articulation and proper grouping of words should be regarded as essential in this class, and no pass should be awarded where those conditions are not fulfilled.

14. *Spelling.*—The passage should be read distinctly, and then dictated, a few words at a time. One word misspelled for every ten words dictated will involve failure. The omission of one word liable to be misspelled, or of two easy words, will count as a mistake.

15. *Writing.*—There should be a distinct advance in proficiency over that required in previous class. Guiding lines may still be used.

16. *Arithmetic.*—Pupils should not be examined on paper unless with the teacher's consent. Care should be taken to prevent copying, by duly varying the questions given out. Five sums should be given. The correct solution of any two, including Long or Short Division, will merit a "No. 2" pass; for a "No. 1" pass a sum in Compound Addition must also be correctly worked by pupil. As regards sums in

Appendix. Section II. H.

Instructions to Inspectors as to Results Examinations.

Multiplication and Division, the number of places in the multiplicand or in the dividend may be limited to five, and in the multiplier or in the divisor to two.

17. *Grammar.*—Easy sentences should be chosen in which pupils should distinguish readily and intelligently the article, noun, adjective, personal pronoun, and verb.

18. *Geography.*—The pupils of this class should distinguish land from water on the map, and be able to name and show the cardinal points, both as regards the schoolroom and the map. They should also know the names and relative positions of continents and oceans, the largest countries, the great seas, the great mountain ranges, the largest islands, and the more important groups of islands. Pupils are to be examined before an ordinary Map of the World, but the test need not be confined to pointing.

19. *Needlework.*—Pupils may be examined by either of the following tests:—

First test.—To do about one inch of top-sewing, and one inch of running; to knit one round.

Second test.—To do about one inch of top-sewing, and one inch of hemming; to knit one round.

About 20 minutes to be allowed for each test.

FOURTH CLASS.

20. *Reading.*—The conditions for a pass in this subject should include the ready recognition, distinct articulation, and proper grouping of words.

21. *Spelling.*—To be tested and marked as in Third Class. In this class the dictation exercise should always be written on paper.

22. *Writing.*—To show an improvement both in character and execution over requirements in previous class. Test exercise to be written with the aid of but one guiding line.

23. *Arithmetic.*—Three-quarters of an hour should be allowed, if required, in this class, for working the sums on paper. Slates are not to be used at this exercise, and all the work should be done on the sheet of paper supplied by the Inspector.

The "more useful arithmetical tables" include Avoirdupois Weight, Troy Weight, Long Measure, Square Measure, and Time.

A pupil who works two of the exercises on paper correctly, and makes a fair attempt to work one or two others, though the answer is not fully brought out, may be passed.

24. *Grammar.*—The pupils should be examined with reference to the words of sentences before them in their Reading Books. No questions having reference to Syntax are to be asked.

25. *Geography.*—The pupils should know on the Map of the World the countries and their capitals, the gulfs, bays, straits, capes, and rivers; the secondary mountain ranges and islands; and, on the Map of Ireland, the provinces; the counties, with principal towns in each; the large lakes; and the principal mountains, rivers, capes, and islands. See note (†) to Programme.

The pupils in Fourth Class shall be examined mainly with an ordinary map before them, but part of the examination may be conducted without a map, or by reference to a blank map.

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Appendix.
Section II.,
H.
Instructions to Inspectors as to Results Examinations.

26. *Agriculture.*—The examination in this class should have reference mainly to the ordinary systems of rotation of crops and to the more common cultivated crops—potatoes, root crops, green crops, grain crops, beans, peas, flax—and should be conducted orally.

27. *Needlework.*—Pupils may be examined by either of the following tests :—

First test.—To tack on a patch about one and a half inches square, to top-sew along one side and round that corner; work one inch run-and-fell seam; to knit one round of sock.

Second test.—Tack on patch about one and a-half inches square, cut one square inch from calico under it, and hem one side of this inner square, turning a corner. Stitch one inch. Knit one round of sock.

About 30 minutes to be allowed for each test.

FIFTH CLASS—(FIRST STAGE).

28. *Reading.*—The pass mark in this stage will depend partly on verbal accuracy, and partly on the pupil's ability to explain the meaning of words and phrases in the lesson read. Examination under latter head should be conducted in this class with the books open.

29. *Spelling.*—Subject to be tested and judged as in the two previous classes.

30. *Writing* is to be judged from the style and form of the letter written by the pupil, as well as from the penmanship and spelling. Care should be taken that the subject of the letter is of a simple character, and suitable for a letter.

31. *Arithmetic.*—To be tested and marked as in Fourth Class, same time being allowed.

32. *Grammar.*—The sentence proposed should be a simple one, and should not include the subjunctive or potential mood, the passive voice, or the relative in the objective case.

33. *Geography.*—Pupils of this class should know the relative positions of the leading countries in Europe, their boundaries, the positions of the great cities, and of some of the less important ones, the details respecting mountains, rivers, islands, and lakes. Inspector should examine minutely on the Map of Ireland.

34. *Agriculture.*—The examination in this class should have reference to all classes of crops, as well as to cottage gardening, and should be conducted orally.

35. *Book-keeping.*—No pupil should pass who does not produce the required sets neatly written out. The questions on the work done should be of a simple character, but sufficient to test a due knowledge of the processes. No pass should be given for mere transcription of the exercises.

36. *Needlework.*—Each pupil will be examined by one of the following tests (should, however, time at Inspector's disposal permit, he is recommended, in this and following classes, to give two, the second test being frequently a knitting one) :—

First test.—To work barred buttonhole, and one inch of neat run-and-fell seam.

Second test.—To darn a hole the size of a shilling; to stitch one inch.

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Appendix.
Section II., H.
Instructions to Inspectors as to Results Examinations.

Third test.—To turn and complete heel of sock, previously prepared; to work one side of buttonhole.

Fourth test.—To cut out pattern of girl's under-garment, or little boy's shirt, and to work one side of button-hole.

Fifth test.—To tack on a patch of about two inches square, top-sew along one side and partly down the next, turning the corner neatly on outside; on inside of patch to cut out one and a half inches square, to turn in and hem one side of square and part of next, choosing same corner to turn as has already been turned on the outside.

About 45 minutes allowed for each test.

FIFTH CLASS.—(SECOND STAGE).

37. *Reading.*—Similar conditions for a pass as in First Stage.

In *Explanation* the examination should be conducted with books open.

38. *Spelling.*—To be tested and marked as in First Stage of Fifth Class.

39. *Writing.*—The letter should be correct in form and in spelling, and neatly written. The pupils should have learned the proper use of the full stop.

40. *Arithmetic.*—Tests and marking as before. One hour may be allowed for paper work, if necessary. Mental exercises should include easy questions in Addition, Subtraction, and Multiplication of money.

41. *Grammar.*—The sentence chosen for parsing in this class should be more difficult than in First Stage, and may include the relative clause, the compound tenses, and all the moods.

42. *Geography.*—In order to merit a pass, pupils of this class should have a thorough acquaintance with the Geography of Ireland. Pupils should be prepared for examination on a blank Map of Ireland.

43. *Agriculture.*—As a rule the pupils of this class should be examined orally as in First Stage.

44. *Book-keeping.*—The required sets must be presented neatly written out. Questions should be more difficult than in First Stage.

45. *Needlework.*—Each pupil will be examined by one of the following tests, the giving of a second being left to Inspector's judgment, as before.

First test.—To gather two and a half inches of calico into one inch of band, sewing on both sides. To work two inches of herring-bone hem on flannel.

Second test.—To work neat barred buttonhole. If overall has been the examination garment prepared, to cut pattern of it. If boy's shirt has been made for examination, to cut pattern of it.

Third test.—To darn a hole the size of a shilling, crossing it exactly; to work one side of buttonhole.

Fourth test.—To put on flannel patch two inches square—to herring-bone it outside and inside over raw edge. Narrow for toe of sock, and close it correctly.

From an hour to an hour and a quarter may be allowed for each test.

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SIXTH CLASS.—FIRST AND SECOND YEARS.

Instructions to Inspectors as to Results Examinations.

46. *Reading.*—Pupils of this class will not be awarded a pass in reading unless, in addition to exhibiting fluency and correct pronunciation, they are able to answer readily and intelligently on the meanings of the words and the subject matter of the lesson read. The examination on the words and subject matter may be conducted with the books open.

47. *Spelling.*—Any serious error in punctuation to be taken into account in the marking of this subject.

48. *Writing.*—The letter prescribed in this class should be written on unruled paper, which should afterwards be folded in the form of a note, and addressed on the back, as if for post.

In the second year a longer letter, and with better style and finish, is expected.

49. *Arithmetic.*—One hour may be allowed for the paper work.

(*The Inspector will draw the Teacher's particular attention to the desirableness of securing expertness in mental calculation of a practical kind.*)

50. *Grammar.*—In this class the parsing exercise should be more difficult than in Fifth Class, 2nd Stage, but is not to be over difficult or puzzling. More accuracy and a better style of work will be expected in the second year.

51. *Geography.*—At the first examination a detailed knowledge of the British Islands and a general knowledge of India and the British Colonies should be exhibited. At the second examination a detailed knowledge of India and the British Colonies also should be shown.

52. *Agriculture.*—The examination in this class may be conducted in writing. The questions should be carefully framed and varied from time to time. The examination should deal mainly with the principles of the subject.

53. *Book-keeping.*—In this class the character of the books should still be taken into account; the principles should be well understood, and the pupils should be tested in journalizing and in posting the Ledger.

54. *Needlework.*—Each pupil will be examined by one of the following tests, a second at discretion, as before.

First test.—To join two strips of calico to the length of one and a half inches, in a sew-and-fell seam, neatly top-sewing the first or upper side, and hemming down the lower one; to work neat barred buttonhole, having the slit cut straight, the edges of the buttonhole just meeting, and the stitch firm and even. To take sock of which heel is already turned, pick up stitches for foot, and knit two or three rounds.

Second test.—To gather two and a half inches of calico into one inch of band, working neatly, and fastening on a gather with every stitch; both sides of band to be sewn, and edges nicely finished by top-sewing.

Third test.—To cut out a pattern of man's shirt with separate yoke, tacking the pieces together.

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Appendix. Section II. H. Instructions to Inspectors as to Results Examinations

Fourth test.—To darn strongly and neatly a hole the size of a shilling, taking the runnings about half-an-inch into the web on either side; cast on for a sock, and knit three or four rounds, beginning the rib.

From an hour to an hour and a quarter may be given, as in previous class, for each test.

In all classes the pupils' test specimens of sewing and of cutting out should be brought away by the Inspector.

ALTERNATIVE SCHEME FOR GIRLS OF SIXTH CLASS.

55. *Reading.*—At least two books must be used, one to be a suitable treatise on Domestic Economy, the subject matter of which must be known, the other a Reading Book approved by the Commissioners. Explanation of the lessons read will be required.

56. *English Composition.*—The subject proposed for the composition exercise may be varied at discretion. The exercise may be considered to include Grammar only so far as this subject is necessary to secure correctness of expression; and Geography is mentioned chiefly as furnishing some suitable matter on which to write.

57. *Plain Needlework.*—Under this scheme it is essential that the *third test* given under the ordinary programme for Sixth Class shall be applied.

58. *Special Industries.*—The same special Industries may be taken up in successive years, but a pupil presented a second time for examination in any branch must show increased proficiency in order to warrant payment of fees. This may be shown by some additional work, some different articles knit, some new stitches in lace, &c., &c.

EXTRA OR OPTIONAL BRANCHES.

59. *Use of Sewing Machine.*—The pupil should display a fair knowledge of the use of Sewing machine, setting needle correctly, regulating tension as required for work, preparing and attaching the bobbin, and being competent to join evenly, and with regular line of neat stitching, two curved edges, such as occur in back and in sidepiece next back of bodice.

60. *Advanced Dressmaking.*—Pupil to cut out, in Inspector's presence pattern of dress bodice, consisting of the following:—Side pieces, front and back, neckband, upper sleeve, under sleeve; and to tack these together so as to produce correct pattern of dress bodice. No model or pattern of any kind to be permitted for use of pupils. Cutting out should be done either by a scientific system, by measurement of a companion's figure, or from pupil's own clear recollection of the shapes and sizes of the various pieces.

It is desirable that each pupil should exhibit a dress made by herself during the year, having buttonholes neatly worked in bodice.

61. *Vocal Music.*—"Singing by ear" may be accepted in the junior classes to fourth, inclusive, as sufficient for the song test; but in Fifth and Sixth Classes pupils should be able to Sol-Fa their parts separately before joining together in harmony.

62. *Drawing.*—Pupils must show evidence of due training and practice in this subject; the lines must be drawn freely, and without shifting the position of the paper. Frequent rubbing out and soiling of the paper should preclude the awarding of a pass.

(2.) Regulations for the Employment of Itinerant Teachers of Cookery and Laundry in Promoting Instruction in these Branches in Connection with National Schools.

I. With the sanction of the Irish Government, the Commissioners of National Education have made arrangements with the "Royal Irish Association for the Technical Training and Employment of Women," for sending to the several localities desirous of obtaining their services, on application made to this Office, fully qualified Teachers holding Diplomas of Cookery and Laundry.

II. In each locality Managers applying to the Office of National Education for the services of these Teachers should organize classes, decide on the apartments suitable for the instruction either in the National School premises or in premises within easy reach of them, and arrange (*a*) for the supply of the materials, (*b*) for such appliances as the Teachers may find necessary in addition to what they bring with them, and (*c*) any assistance that may be required for the cleansing of the dishes, &c. The District Inspectors will confer with Managers on the subject.

III. It is desirable that at each Centre not more than ten National Schools should come under instruction, each receiving one or more lessons of two hours' duration in the week, throughout the fixed period of the course. The lessons at the several National Schools should be so arranged as to afford full occupation for four hours a day on five days of the week to the Itinerant Teacher.

In large schools each organized Cookery or Laundry Class will count for the purposes of the course as a school.

IV. (*a*) The course of instruction for a Cookery or Laundry Class will embrace twenty Demonstration and Practice Lessons in Household Cookery or Laundry Work, and will have two stages, to be taken successively in two Results periods by the same pupils, one entirely elementary, suitable for National School pupils of the Fourth Class, and one more advanced, suitable for the pupils of the Fifth or Sixth Class.*

(*b*). No fees are chargeable to pupils of National Schools for these courses of instruction.

(*c*). Subject to the approval of the Commissioners, externs may be admitted at such rates of fees as may be arranged by Managers of the schools; but so as not to interfere with the instruction of the National School pupils. Results Fees are not payable on extern pupils.

V. The Rules of the Commissioners allow of instruction in technical subjects within the ordinary school hours.

The arrangements should, however, be such as not to interfere to any undue extent with the literary business of the schools.

VI. Sixteen attendances is the minimum to warrant payment of Results Fees in respect to any pupil of the Class.

VII. The number of pupils attending a Practice Lesson should not exceed sixteen.

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* Pupils of Evening National Schools attending the classes of Cookery or Laundry are exempt from the requirement of enrolment in 4th or higher Class.

H 2

Appendix. Section II, H. — Employment of Teachers of Cookery and Laundry.

VIII. Each Itinerant Teacher of Cookery and Laundry is engaged to give two Lessons of two hours each per day for the first five days of the week, and the local arrangements should have regard to this obligation.

IX. The Itinerant Teacher during the time of her engagement at each school is, in regard to each, to be under the control of its Manager; and she is to report the commencement of the course, and subsequently the conclusion of the course for each class, to the Royal Irish Association (Country Department), and report the results of the instruction. The reports will be communicated in due course by the Association to this Board.

X. Prior to sending an Itinerant Teacher to a Centre, the Royal Irish Association should submit for the consideration of the Commissioners of National Education a Scheme for the Cookery or Laundry Classes throughout the locality. The Scheme should contain the names of the schools and of the Managers, the dates for commencing and concluding the course for each class, and the hours of instruction daily for each.

XI. All questions in reference to the employment and business of the Itinerant Teachers will be a matter for correspondence between the Commissioners and the Association.

XII. Each Itinerant Teacher is to keep a roll of all pupils learning Cookery or Laundry at each school. The roll is to show the class and the attendances of the individual pupils.

XIII. The Itinerant Teachers are also to furnish the Inspector of the District at the close of each week (on an official form) a journal of daily occupation and travelling expenses throughout the week. A copy of the journal is to be furnished by her at the same time to Miss FitzGerald, Organising Secretary of the Royal Irish Association (Country Department), 20, Kildare-street, Dublin.

XIV. The Itinerant Teachers will not be engaged for the Commissioners on Saturday; but their journal should embrace the record of their occupation, &c., for that day as well as the other days of the week.

XV. The Inspector is to be advised by the Itinerant Teacher of the exact time appointed for the course of instruction in Cookery or Laundry for each class, and of the hours in which it is to be given daily; and the Time Table for Cookery or for Laundry is also to be suspended in the school. Immediately after the completion of the course, the Inspector will examine the pupils and record the results, which will be notified to this Office, together with his Report on the Annual Results Examination of the school.

XVI. The Results Fees payable by the Commissioners for passes in Cookery and in Laundry work by pupils of National Schools are as follows:—

	Per Pass in Cookery.		Per Pass in Laundry.	
	s.	*d.*	*s.*	*d.*
Pupils in 4th Class, ...	4	0	2	6
Pupils of 5th or 6th Classes, ...	5	0	3	0

The fees earned on the passes will be paid at the same time as the ordinary Results Fees after the close of the Results period, in respect to pupils who shall have qualified for presentation at the Results Examination [Notes to Programme, I. (*a*)].

HOUSEHOLD AND COTTAGE COOKERY.

List of Demonstration and Practice Lessons.

I. *Demonstration.* Arrangements of fire and utensils used in the process of Cooking, also the cleaning of each article used in process.
II. *Practice.* On cleaning. Lecture on Application of Heat in the method of cooking food.
III. *Dem.* Stewed Rabbits, Milk Pudding.
IV. *Prac.* Lecture—Stews, and the Meats, &c., used in same.
V. *Dem.* Lentil and Pea Soup, Fried Eggs, Poached Eggs, Omelet, Fried Potatoes.
VI. *Prac.* Lecture—Eggs, and the mode of dressing Eggs.
VII. *Dem.* Boiled Mutton, Broth, Parsley Sauce.
VIII. *Prac.* Lecture—Different Methods of cooking Meat.
IX. *Dem.* Cottage Pie, Potato Soup.
X. *Prac.* Lecture—Cooking of Cold Meat, Potatoes, etc.
XI. *Dem.* Stewed Beef, Jam Puffs.
XII. *Prac.* Lecture—Marketing.
XIII. *Dem.* Meat Puffs, Rice, and Stewed Fruit.
XIV. *Prac.* Lecture—Preserves.
XV. *Dem.* Bread, Wheaten Bread, Caroline Cake.
XVI. *Prac.* Lecture—Bread-making in every form.
XVII. *Dem.* Stuffed Heart, Queen of Puddings.
XVIII. *Prac.* Puddings in general, Steaming.
XIX. *Dem.* Invalid Cookery, Beef Tea, Fish, Egg, Custard, Mutton Chops.
XX. *Prac.* Invalid Cooking and Serving.
XXI. *Dem.* Fried Fish, Fried Potatoes, Bread Pudding.
XXII. *Prac.* Lecture—Fish, modes of cooking same.
XXIII. *Dem.* Pig's Head, Tripe and onions, Rice and Cheese.
XXIV. *Prac.* Lecture—Cheese, the cooking and food to accompany.
XXV. *Dem.* Beef Steak Pie, Beef Steak, Fruit Pie.
XXVI. *Prac.* Lecture—Making and Cooking of Pastry.
XXVII. *Dem.* Irish Stew, Boiled Cabbage, Irish Moss Jelly.
XXVIII. *Prac.* Lecture—Vegetables.
XXIX. *Dem.* Herrings in various ways, Apple Dumpling.
XXX. *Prac.* Lecture—Flavourings, Spices.
XXXI. *Dem.* Two Veg. Dishes, Fruit Puddings.
XXXII. *Prac.* Lecture—Frying.
XXXIII. *Dem.* Boiled Fowl, Sago, and Plums.
XXXIV. *Prac.* Lecture—Value of Foods.
XXXV. *Dem.* Roast Goose, Plum Pudding.
XXXVI. *Prac.* Lecture—Economy of Cleanliness.
XXXVII. *Dem.* Haricot Bean Soup, Fried Bacon and Eggs.
XXXVIII. *Prac.* Lecture—Peas, Beans, Lentils, &c.
XXXIX. *Dem.* Invalid Cookery, to make Tea, Coffee, Lemonade, Barley Water, Gruel, Arrowroot Biscuits.
XL. *Prac.* Beverages,

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Appendix.

Section II., H.

Cookery utensils.

COOKING UTENSILS REQUIRED.

	Price. £	s.	d.		Price. £	s.	d.
Rolling-pin, . .	0	0	6	Half-dozen Knives and Forks, . . .	0	4	0
Pastry-board, . .	0	2	0	One Vegetable Knife,	0	0	4
Flour-dredger, . .	0	0	4½	Four Tablespoons, .	0	0	8
Brush, . . .	0	0	1	Three Dessert Spoons,	0	0	6
Frying-pan, . .	0	0	5	Three Teaspoons, .	0	0	6
Four Spoons, . .	0	0	7½	Half-dozen Cups, .	0	1	0
Cake Tin, . . .	0	0	3	One Dozen Dinner Plates, . . .	0	3	0
Strainer, . . .	0	0	4	Three Small Plates, .	0	0	4½
Egg-whisk, . .	0	0	4	Two Pudding Bowls, .	0	0	9
Sieve, . . .	0	1	0	Total, . .	1	6	10
Saucepan, . . .	0	1	9	Add for Range, if desired, . . .	1	14	0
Two Saucepans, lined,	0	3	4	Whole cost, .	£3	0	10
Oven Tin, . . .	0	0	9				
Frying-pan, . .	0	1	2				
Colander, . . .	0	0	6				
Mould, . . .	0	0	6				
Two Tin Basins, .	0	0	8				
Water Can, . .	0	1	2				

These Articles can be supplied, including the range, by the Royal Irish Association to the Itinerant Teacher of Cookery either for sale to the Manager for the school use, or may be hired-out to the class at a cost of 5*s.* per week, and all breakages replaced. The range is not necessary, as the Teacher will give lessons on any grate.

LAUNDRY LESSONS.

Laundry Lessons.

I. *Practice Lesson.* Parafin Washing, Table Linen.
II. *Demonstration.* Lecture on Water, and how to soften.
III. *Prac.* Flannels, Pocket-Handkerchiefs, and Body Linen.
IV. *Dem.* Disinfecting, Removing of stains.
V. *Prac.* Shirts.
VI. *Dem.* Use of Starch, Size, and Blue.
VII. *Prac.* Collars and Cuffs, Muslins.
VIII. *Dem.* Use of Bran, Vinegar, and Soap.
IX. *Prac.* Chintz, Prints.
X. *Dem.* Bleaching, Drying, and Gum.
XI. *Prac* Fancy Work, Lace, Silks.
XII. *Dem.* Soda, Borax, and Ammonia. How to clean Irons.

UTENSILS REQUIRED.

Laundry utensils.

	£	s.	d.		£	s.	d.
12 Tin Basins, . .	0	8	0	Range with Boiler required, . . .	3	10	0
1 Water Can, . .	0	2	0	Black Board and Easel,	1	0	0
1 Kettle, . . .	0	3	0	2 Shirt Boards, . .	0	2	0
7 Line Clothes, . .	0	0	7	9 Yards Calico, . .	0	3	0
16 Irons, . . .	1	2	4	2 Ironing Blankets, .	0	7	0
2 Polishing Irons, .	0	2	0	1 Large Wooden Spoon,	0	0	6
1 Boiler, . . .	0	8	6	Total Expenses, .	£7	11	4
3 Table Spoons, .	0	0	6				
2 Tea Spoons, . .	0	0	2				
1 Knife, . . .	0	0	6				
1 Goffering Tongs, .	0	1	3				

Half for Small Class, £4.

MATERIALS.

Laundry materials.

4 Bars Soap.
4 Lb. Colman's Starch.
1 Packet of Blue.
1*d.* of Salt.
3 Tallow Candles.
1 Pint Vinegar.
2 Lb. Wheat Bran.
1 Oz. of Liquid Ammonia.
1 Oz. of Turpentine.
1 Bath Brick.
1 Oz. Castor Oil.
¼ Lb. Borax.
1*d.* Bottle of Gum.

(3.) CIRCULAR AS TO PLANTING SHRUBS, FLOWERS, &C., AROUND SCHOOL-HOUSES.

Circular as to planting shrubs, flowers, &c.

CULTIVATION OF FLOWERS, SHRUBS, &C., IN SCHOOL GROUNDS.

The question of adopting measures for keeping school grounds and premises in a more tasteful and orderly condition has been under the consideration of the Commissioners of National Education.

The Commissioners feel assured that in rural localities the National Schools and the school plots connected therewith, even where the plots are small, might advantageously subserve the object of awakening in the minds of the pupils a practical interest in the cultivation of vegetables, fruits, and flowers.

It is gratifying to note that there are many schools whose Teachers (both Male and Female) have done excellent work in the direction here indicated: their schools, and also their residences, affording evidence of good taste, and even skill, in horticulture and floriculture.

The Commissioners would suggest to the Managers in rural districts that the desirable object in view might be encouraged if on the occasion of their visits to the schools they would impress upon the Teachers the desirability of utilizing the school plots as gardens, as far as might be expedient, especially for the cultivation of shrubs and flowers in front of the schools and Teachers' residences, and in the *margins* of playgrounds. The cultivation of climbing and window plants is also worthy of attention on the part of Teachers.

The Commissioners have instructed their Inspectors to confer with the Managers and Teachers, and to make a statement in their reports as to the adoption of arrangements for the carrying out of this object.

The Commissioners further desire that the Managers will, whenever practicable, endeavour to secure plots of sufficient size (not less than a rood) for the establishment of "School Gardens," and also inform the Teachers of the special encouragements afforded under the Rules and Regulations for (*a*) the cultivation of the "School Gardens," and (*b*) for the instruction of the pupils in Garden Culture. In addition to the fees for knowledge of the Text Book ("Practical Farming") the following fees are now payable to Teachers who have recognized "School Gardens":—

4*s.* per pupil of Fourth Class, and 5*s.* per pupil of the higher classes, for practical proficiency, as tested in School Garden.
20*s.* for satisfactory condition of School Garden.
10*s.* for satisfactory management of Pigs, Poultry, &c.

The Commissioners trust that these increased fees, together with the special interest that Gardening ought in itself to have for Teachers of rural schools, may lead to a satisfactory development of Garden Culture in connexion with those schools throughout the country.

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Appendix.
Section II.
I.
Working of Pension Act.

APPENDIX I.—TEACHERS' PENSIONS, &c.

REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1897.

1. The eighteenth year of the operation of the Act ended on the 31st December, 1897.

2. The fluctuation of numbers on the Pension Establishment under the Act was as follows:—

—	Males.					Females.					Total both sexes.
	3rd Class.	2nd Class.	1² Class.	1¹ Class.	Total.	3rd Class.	2nd Class.	1² Class.	1¹ Class.	Total.	
On the Books on the 31st December, 1896,	2,890	1,850	415	150	5,300	3,370	1,550	350	130	5,400	10,700
First appointed in 1897,	196	–	–	–	196	236	–	–	–	236	432
Re-appointed in 1897,	53	21	3	–	77	66	9	6	–	81	158
Promoted into Class, 1897,	–	104	35	12	151	–	79	15	5	97	248
Depressed from Class above, 1897,	4	2	–	–	6	2	1	–	–	3	9
	3,143	1,977	453	162	5,730	3,674	1,639	371	133	5,817	11,5
Removed from Establishment on account of Age, or receipt of Pension or Gratuity,	31	35	18	5	89	46	22	8	1	77	16
Quitted the Service, 1897,	97	35	3	2	137	160	35	8	–	203	34
Promoted out of Class, 1897,	104	35	12	–	151	80	14	3	–	97	248
Depressed to Lower Class, 1897,	–	4	2	–	6	–	2	–	–	3	9
Died, 1897,	21	18	3	5	47	18	15	1	2	37	84
Remained on Books, 31st December, 1897,	2,890	1,850	415	150	5,300	3,370	1,550	350	130	5,400	10,700
Maximum Number allowed by the Act,	2,890	1,850	415	150	5,300	3,370	1,550	350	130	5,400	10,700

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 37 to 48, are as follows:—

—	Males.	Females.	Total.
On the Books, 31st December, 1896,	64	94	158
Joined in 1897,	7	5	12
Total,	71	99	170
Removed from Establishment on account of Age, or on receipt of Gratuity or award of Pension in 1897,	1	3	4
Died in 1897,	1	.	1
Resigned or Dismissed, 1897,	1	1	2
On the Books, 31st December, 1897,	68	95	163
Maximum Number allowed,	.	.	250
Supplemental Pensions:	£ s. d.	£ s. d.	£ s. d.
Amount payable 31st Dec., 1896,	496 12 6	598 7 5	1,094 19 6
Granted in 1897,	27 0 0	94 0 5	121 0 0
Ceased in 1897,	56 5 0	.	56 5 5
Amount Payable on 31st Dec., 1897,	467 12 6	692 7 5	1,159 19 6

4. The Pensions granted were as follows :—

—	Males.										Females.										Total both Sexes.	
	3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total.		3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total.			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1896,	305	8,687	236	9,107	97	5,474	33	2,695	670	25,963	198	3,870	296	5,813	58	3,490	36	2,186	588	15,368	1,258	41,331
PENSIONS GRANTED IN 1897																						
For Ill-health,	3	27	2	29	–	–	–	–	5	56	1	8	1	7	–	–	–	–	2	15	7	71
On Voluntary Retirement,	23	205	30	1,180	12	631	6	245	66	2,758	19	383	16	296	4	157	1	36	40	905	105	3,600
On Compulsory Retirement,	6	210	4	185	–	–	–	–	10	396	6	135	11	378	6	141	–	–	23	644	38	1,039
Total,	337	9,386	271	10,501	109	6,105	37	3,230	754	29,172	223	4,306	229	6,494	56	3,827	37	2,242	581	16,929	1,335	46,101
PENSIONS CEASED IN 1897.																						
Through Death,	30	686	19	571	7	434	–	–	42	1,690	11	208	11	337	2	73	3	160	27	797	56	2,457
Otherwise,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Pensions payable on 31st December, 1897,*	307	8,731	256	9,930	102	5,621	37	3,230	712	27,516	216	4,138	218	6,167	56	3,754	33	2,098	554	16,132	1,266	43,644
Gratuities paid during the year,	6	296	7	727	6	411	–	–	16	1,907	33	2,277	6	819	1	36	1	91	38	3,266	49	5,193

* Including the Supplemental Pensions shown in paragraph 3.

Appendix. Section II. I. Working of Pension Acts.

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Appendix. Section II. I. Working of Pension Act.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880–1896, and the Year 1897, respectively :—

—	Males.								Females.							
	3rd Class.		2nd Class.		1^a Class.		1^1 Class.		3rd Class.		2nd Class.		1^a Class.		1^1 Class.	
	17 years, 1880–96.	1897.	17 years, 1880–96.	1897	17 years, 1880–96.	1897	17 years, 1880–96.	1897	17 years, 1880–96.	1897.	17 years, 1880–96.	1897.	17 years, 1880–96.	1897.	17 years, 1880–96.	1897.
Average Age on :—																
Promotion, ...	20·72	21·87	25·00	24·53	27·92	28·23	30·71	32·24	21·39	21·47	26·00	24·46	25·63	28·32	36·17	36·67
Resignation or Dismissal, . . .	28·10	22·92	29·77	32·28	40·06	31·96	30·10	37·42	26·06	30·43	26·15	29·54	25·66	28·00	49·08	33·06
Re-appointment, ...	28·96	27·20	29·09	30·10	30·94	32·81	33·70	30·60	26·67	30·92	28·13	29·46	30·87	37·00	35·47	32·84
Retirement, ...	56·18	57·40	60·03	58·54	59·78	60·42	50·00	60·83	44·91	49·66	49·95	51·30	39·60	53·87	54·72	46·00
Death, ...	37·54	40·00	40·41	38·54	40·86	38·60	47·93	40·60	32·73	32·24	40·65	45·66	40·86	36·06	30·27	40·30

Appendix.
Section II.
K.
Contributory Unions.

APPENDIX K.—POOR LAW UNIONS CONTRIBUTORY UNDER THE ACT OF 1875.

I.—TABLE showing the Number of POOR LAW UNIONS which became contributory each year from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland).

Year.	Number of Unions.	Year.	Number of Unions.
1876-7,	70	1887-8,	21
1877-8,	39	1888-9,	24
1878-9,	28	1889-90,	31
1879-80,	21	1890-91,	29
1880-81,	13	1891-2,	28
1881-2,	16	1892-3,	26
1882-3,	20	1893-4,	25
1883-4,	22	1894-5,	25
1884-5,	17	1895 6,	25
1885-6,	21	1896-7,	25
1886-7.	20	1897-8,	25

II.—LIST of Twenty-five POOR LAW UNIONS which became contributory, for the year 1897-8, under the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); and the respective amounts paid out of the Rates.

Names of Poor Law Unions.	Rates.			Names of Poor Law Unions.	Rates.		
	£	s.	d.		£	s.	d.
Ballymahon,	325	1	1	Irvinestown,	344	3	7
Ballyvaughan,	91	0	3	Kells,	490	2	9
Balrothery,	471	1	1	Kilmallock,	850	1	8
Belfast,	9,292	0	6	Milford,	350	13	2
Castlecomer,	322	10	9	Mullingar,	688	11	3
Clogheen,	590	16	7	Navan,	554	5	10
Clogher,	358	18	2	Newry,	1,336	7	4
Cork,	3,202	10	8	Oldcastle,	490	1	0
Croom,	308	18	7	Rathdrum,	549	15	9
Delvin,	223	0	7	Strabane,	724	11	4
Downpatrick,	1,150	16	3	Trim,	419	8	5
Dungannon,	720	8	5	Tullamore,	737	7	1
Edenderry,	331	15	7	Total,*	24,924	9	9

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* Of this sum £16,826 5s. 0d. was repaid to the Guardians from the Customs and Excise Grant, so that the net amount contributed by the Guardians was £8,098 4s. 9d.

Appendix.
Section II., L.

APPENDIX L.—PRIZES AND PREMIUMS.

"Reid" Bequest.

(1.) The "REID" BEQUEST.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

PART I.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes:—

(*a*.) At end of Monitors' Third Year of Service:—

First Prize, ...	£20
Second „	18
Third „	16
Fourth „	14
Fifth „	12
Sixth „	10
	£90

(*b*.) At end of Monitors' Fifth Year of Service:—

First Prize, ...	£25
Second „	22
Third „	20
Fourth „	18
Fifth „	16
Sixth „	14
	£115

This portion of the Scheme came into operation at the Examination of July, 1886.

PART II.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

PART I.—RESULT of the EXAMINATIONS, 1897.

In accordance with the Reid Bequest Scheme (Part I.) for the advancement of Education in the County Kerry, Examinations were held this year of Fifth-year Monitors employed in the National Schools of Kerry. The Commissioners of National Education selected the Seven* best answerers. Similarly, a Special Examination of Monitors of Third-year was held and the Six best answerers were selected. The following awards were made to those selected, of Fifth and Third year, respectively :—

PRIZE MONITORS OF FIFTH YEAR.

Dist.	Roll No.	School.		Monitor.	Prize.
					£
58	7,536	Kilgarvan, . .	m.	Cornelius Cronin, . .	25
54	11,746	Castlegregory, . .	m.	James Rohan, . .	22
57	11,318	Portmagee, . .	m.	Henry Lannen, . .	20
84	12,875	Douglas, . .	m.	Michael Hurley, . .	18
57	2,197	Spunkana, . .	m.	Timothy O'Sullivan, .	16
54	12,875	Douglas, . .	m.	Stephen Coffey, . .	7 } 14*
–	11,746	Castlegregory, .	m.	Patrick Gallivan, . .	7

* The Sixth Prize was divided.

PRIZE MONITORS OF THIRD YEAR

					£
39	542	Killury, . . .	m.	Jeremiah Lawlor, . .	20
54	9,048	Ballyseedy, . . .		John Reidy, . . .	18
„	2,118	Brackluin, . .	m.	Jeremiah Lynch, . .	16
58	5,480	Lohud, ...		Timothy Leary, . .	14
„	2,849	Kenmare, . .	m.	Denis M'Carthy, . .	12
54	4,760	Cloonclough, . . .		James Daly, . . .	10

PART II.—EXHIBITIONS IN TRINITY COLLEGE, DUBLIN.

Under the conditions of Part II. of this Scheme, an Exhibition of £40 per annum was awarded in February, 1894, to Mr. Patrick Buckley, Principal Teacher of Shandrum National School, County Cork, and in January, 1895, an Exhibition of a similar amount was awarded to Mr. John Kennelly, of Moyola Park National School, County Londonderry—both these teachers are natives of the County Kerry.

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Appendix.

Section II., L.

Carlisle and Blake Premiums.

(2.) Carlisle and Blake Premiums.

Extract from Appendix to Commissioners' Rules—Edition of 1890.

The Carlisle and Blake Premium Fund.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums."

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions :—

(*a*.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.

(*b*.) That a fair proportion of the pupils have passed in the higher classes.

(*c*.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.

(*d*) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

"The Carlisle and Blake" Premiums are awarded at the rate of £5 to one successful candidate in each school district in every fourth year. The Teachers who secured the Prizes for 1897 were :—

District.	Roll No.	School.	County	Name in full of Teacher.	Amount
					£
3	12844	Knockahollet, . .	Antrim, .	Miss Mary M'Bride, . .	5
16	9640	Darkley, . f.	Armagh, .	Miss Isabella English, .	5
6	9389	Donegal (2), . f.	Donegal, .	Mrs. Bridget M'Mullin,	5
10	2543	Mount Pottinger, f.	Down, .	Miss Margaret M'Bratney, .	5
7	9087	Moyola Park, . .	Londonderry,	Mr. John M. Kennelly, .	5
24	5502	Blackstaff, . .	Monaghan, .	Mr. James Dolan, . .	5
42	12486	Willbrook, . .	Clare, .	Miss Margaret Roche,	5
55	506	Macroom (1), . m.	Cork, .	Mr. Denis O'Mahony, . .	5
56	15011	Blarney Colthurst, f.	Do., .	Mrs. Mary Colter, . .	5
58	7453	Lawrence Cove, f.	Do., .	Miss Fanny Moriarty, .	5
54	12833	Killorglin, . f.	Kerry, .	Mrs. Honoria O'Doherty, .	5
30A	12014	Lucan (2), . .	Dublin, .	Mr. Robert M'Gaby, . .	5
47	3908	Thomastown, m.	Kilkenny, .	Mr. Patrick O'Gorman, .	5
44	14486	Timahoe, . f.	Queen's, .	Miss Anne Delany, . .	5
33	8116	Rathwire, . f.	Westmeath, .	Miss Marcella Gillie, .	5
34A	7459	Attymon, . f.	Galway, .	Mrs. Maria Quinn, . .	5

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* Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for this premium.

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Appendix.
Section II.
M.
—
Census Returns as to Illiteracy.

M.—CENSUS RETURNS AS TO ILLITERACY.

(a) TABLE taken from the Census Commissioners' Report for the year 1891, showing the Proportion per cent. of the Population, five years old and upwards, who could neither Read nor Write, in each Province, County, City, &c., in Ireland, at the Census periods of 1841, 1851, 1861, 1871, 1881, and six years old and upwards for 1891.

PROVINCES, COUNTIES, CITIES, &c.	Proportion per cent. of the Population who could neither Read nor Write.					
	Five years old and upwards.					Six years old and upwards.
	In 1841	In 1851.	In 1861.	In 1871.	In 1881.	In 1891.
IRELAND, . . .	53·7	46·2	38·7	33·4	25·6	18·4
PROVINCES.						
LEINSTER, . . .	44·3	38·3	31·1	27·6	20·3	15·4
MUNSTER, . . .	59·0	54·5	46·1	38·0	29·0	19·2
ULSTER, . . .	40·0	34·3	30·0	26·4	20·0	15·4
CONNAUGHT, . . .	72·7	66·6	57·1	49·0	38·0	27·6
LEINSTER.						
Carlow County, . .	48·8	39·0	29·2	26·2	18·2	14·3
Drogheda (Co. of the Town),	34·4	43·7	39·1	34·2	26·6	24·5
Dublin City . .	23·2	24·0	20·7	19·5	15·5	14·5
" County, . .	34·6	29·0	22·2	18·8	15·1	10·1
Kildare . .	41·9	35·2	30·6	26·0	20·0	14·1
Kilkenny City, . .	39·7	37·8	34·0	30·5	21·0	16·2
" County, . .	51·5	46·0	38·5	30·4	23·1	15·8
King's " . .	47·8	43·1	34·8	28·5	23·0	18·4
Longford " . .	51·6	44·9	34·7	33·0	23·1	18·0
Louth " . .	51·1	38·0	43·0	28·7	22·0	21·4
Meath " . .	54·6	47·5	37·2	32·1	23·4	16·8
Queen's " . .	51·5	38·0	30·8	30·0	20·4	14·0
Westmeath " . .	52·1	37·6	38·1	31·5	25·4	18·2
Wexford " . .	41·3	38·9	37·5	31·7	25·6	19·6
Wicklow " . .	41·5	38·1	33·0	34·1	31·7	19·7
MUNSTER.						
Clare County, . .	69·1	59·6	55·5	37·6	37·8	19·2
Cork City, . .	34·5	30·7	28·1	29·4	21·5	15·6
" County, . .	50·5	50·0	55·7	42·7	30·0	20·5
Kerry " . .	72·4	78·5	65·3	47·3	35·7	24·5
Limerick City, . .	30·0	37·0	38·6	29·4	25·0	17·0
" County, . .	59·4	51·2	39·6	33·0	28·2	15·6
Tipperary " . .	51·0	46·7	36·5	30·0	23·7	16·1
Waterford City, . .	39·9	35·0	34·6	27·6	27·3	21·6
" County, . .	70·6	59·0	39·9	40·7	30·0	20·0
ULSTER.						
Antrim County, exclusive of Belfast (part of), and Carrickfergus.	23·0	20·0	18·6	15·8	10·2	9·5
Armagh County, . .	42·6	39·7	34·1	30·4	22·6	18·6
Belfast City, . .	21·1	20·4	17·3	15·7	11·5	8·7
Carrickfergus (County of the Town.)	13·3	11·6	9·2	11·6	8·7	6·6
Cavan County, . .	51·0	45·0	35·5	30·7	22·0	20·1
Donegal " . .	61·7	57·2	52·1	43·5	33·0	31·2
Down County, exclusive of Belfast (part of).	27·5	24·3	21·6	18·6	14·6	11·6
Fermanagh County, . .	38·0	33·0	31·6	27·6	21·5	15·6
Londonderry County & City,	32·4	28·5	24·1	20·0	17·0	14·5
Monaghan County, . .	51·3	42·0	34·7	29·7	22·0	17·6
Tyrone " . .	45·0	38·0	33·0	28·0	23·0	17·8
CONNAUGHT						
Galway County and County of the Town.	76·6	70·1	62·6	50·4	45·8	30·0
Leitrim County, . .	67·3	55·6	41·3	39·0	25·0	16·4
Mayo " . .	79·0	73·7	65·6	57·4	44·8	29·0
Roscommon " . .	68·0	59·0	47·1	36·0	27·3	18·2
Sligo " . .	59·7	50·0	53·3	36·7	30·0	22·4

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Appendix. Section II., M.

Census Returns as to Illiteracy.

(*b*) TABLE taken from the Census Commissioners' Report for the year 1891, showing by Provinces the proportion per cent. of the Population, five years old and upwards, who could Read and Write, Read only, and who could neither Read nor Write, in Ireland in 1841, 1851, 1861, 1871, 1881, and six years old and upwards for 1891.

PROVINCES.	Read and Write.						Read only.						Neither Read nor Write.					
	1841	1851	1861	1871	1881	1891	1841	1851	1861	1871	1881	1891	1841	1851	1861	1871	1881	1891
IRELAND, .	28	33	41	49	59	71	19	20	20	17	16	11	53	47	39	33	25	18
LEINSTER, .	34	39	49	57	65	75	22	22	20	16	15	10	44	39	31	27	20	15
MUNSTER, .	26	31	40	49	60	72	13	14	14	12	12	8	61	55	46	39	28	20
ULSTER, .	30	35	42	50	60	71	30	30	28	23	20	14	40	35	30	27	20	15
CONNAUGHT,	16	21	28	36	47	62	12	13	15	15	15	11	72	66	57	49	38	27

Appendix. Section II., N.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

APPENDIX N.—COMPULSORY EDUCATION.

RETURN, showing the Population (Census 1891) and the Religious Profession of the Inhabitants of the 120 Boroughs, Towns, and Townships to which Compulsory Education Clauses of the Irish Education Act, 1892, apply.

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
*†Antrim, . . .	1,385	271	1,114	498	492	82	42
Ardee, . . .	2,067	1,940	127	123	3	1	—
†Arklow, . . .	4,172	3,345	827	727	18	82	—
Armagh, . . .	7,438	3,828	3,610	2,285	930	296	99
*†Athlone, . . .	5,742	5,231	1,511	1,220	146	107	38
Athy, ...	4,886	4,565	321	221	44	42	14
*†Aughnacloy . . .	1,110	467	643	430	183	21	9
Bagnalstown, . .	1,920	1,702	218	186	13	6	13
Balbriggan, . . .	2,273	1,985	288	267	5	3	13
Ballina, . . .	4,846	4,323	523	260	186	67	10

* In 52 cases marked thus (*) the School Attendance Committees are enforcing the Act.

† In 72 cases marked thus (†) School Attendance Committees have been appointed.

RETURN, showing the Population (Census 1891), &c.—*continued.*

Appendix.

Section II. N.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
Ballinasloe, . . .	4,612	4,154	488	378	74	33	3
Ballybay, . . .	1,378	876	502	249	215	23	15
*†Ballymena, . . .	8,655	1,592	7,063	1,715	4,730	127	491
*†Ballymoney, . .	2,975	710	2,265	673	1,469	26	97
†Ballyshannon, . .	2,471	1,937	534	390	101	43	1
*†Banbridge, . . .	4,901	1,115	3,786	1,934	1,434	124	294
*†Bandon, . . .	3,488	2,569	919	679	52	151	87
*†Bangor, . . .	3,834	277	3,557	1,151	2,054	245	107
Bantry, . . .	2,921	2,649	272	214	3	47	8
*†Belfast, . . .	255,950	67,378	188,572	75,522	87,234	13,747	12,069
*†Belturbet, . . .	1,676	1,162	513	439	42	30	2
*†Blackrock, . . .	8,401	5,383	3,018	2,427	118	129	344
Boyle, . . .	2,464	2,125	339	217	92	18	12
*†Bray, ...	6,888	5,059	1,829	1,464	203	76	86
†Callan, . . .	1,978	1,938	35	34	–	—	1
Carlow, . . .	6,610	5,716	874	739	47	64	24
*†Carrickfergus, . .	8,923	822	8,101	1,781	4,701	404	1,155
Carrickmacross, . .	1,779	1,609	170	133	24	11	2
†Carrick-on-Suir, . .	5,608	5,529	79	65	3	1	10
Cashel, . . .	3,216	3,100	116	113	1	1	1
*†Castlebar, . . .	3,558	3,231	327	265	27	34	1
*†Castleblaney, . .	1,721	1,170	551	240	209	32	10
*†Cavan, ...	2,968	2,293	675	580	59	20	10
*†Clonakilty, . . .	3,221	2,776	445	294	21	121	9
*†Clones, . . .	2,032	1,159	873	604	134	117	18
Clonmel, . . .	8,480	7,485	995	788	92	66	49
*†Clontarf, . . .	5,104	2,836	2,269	1,631	282	214	142
*†Coleraine, . . .	6,845	1,295	5,550	2,321	2,635	195	399
*†Cookstown, . . .	3,841	1,602	2,239	1,099	985	81	74
*†Cootehill, . . .	1,593	1,171	422	264	92	56	10
Cork, ...	75,345	64,561	10,784	8,620	749	867	548
*†Dalkey, . . .	3,197	2,235	962	795	32	83	52
*†Downpatrick, . .	3,132	1,512	1,620	998	389	66	176
Drogheda, . . .	11,873	10,966	907	653	126	114	14
*†Dromore, . . .	2,359	450	1,909	935	603	137	234
Drumcondra, Clonliffe, and Glasnevin.	7,624	5,513	2,111	1,509	252	187	183
Dublin City, . . .	245,001	201,418	43,583	35,125	3,492	1,708	3,258
Dundalk, . . .	12,449	10,307	2,142	1,582	403	101	56

* In 52 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 72 cases marked thus (†) School Attendance Committees have been appointed.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants. Total Protestants.	E.C.	Pres.	Meth.	Others
Dungannon,	3,812	1,988	1,824	1,140	514	108	62
Dungarvan,	5,263	5,141	122	86	2	33	1
†Ennis,	5,460	5,127	333	294	26	8	5
†Enniscorthy,	5,648	5,123	525	440	40	39	6
*†Enniskillen,	5,570	3,045	2,525	2,044	156	283	42
Fermoy,	6,469	4,821	1,648	1,379	173	82	14
†Fethard,	1,607	1,531	76	75	1	—	—
†Galway,	13,800	12,374	1,426	980	267	118	61
*†Gilford,	1,276	489	787	491	270	20	6
†Gorey,	2,213	1,794	419	393	6	18	2
Granard,	1,834	1,730	104	103	1	—	—
*†Holywood,	3,389	538	2,851	1,142	1,202	134	373
Keady,	1,426	998	428	213	208	1	6
†Kells,	2,427	2,213	214	179	31	1	3
Kilkenny,	11,048	9,896	1,152	1,032	49	50	21
Killarney,	5,510	5,288	222	196	11	13	2
*†Killiney and Ballybrack,	2,649	1,825	824	760	16	1	47
Kilrush,	4,095	3,901	194	162	4	20	8
*†Kingstown,	17,352	11,749	5,603	4,938	272	135	258
*†Kinsale,	4,605	3,483	1,122	826	51	109	136
*†Larne,	4,217	1,219	2,998	526	1,914	153	405
†Letterkenny,	2,320	1,632	688	427	213	7	41
†Limavady,	2,796	982	1,814	872	814	49	79
Limerick,	37,155	32,894	4,261	3,294	315	331	321
*†Lisburn,	12,250	2,657	9,593	5,991	2,771	408	423
Lismore,	1,632	1,438	194	163	24	3	4
Listowel,	3,566	3,428	138	124	11	3	—
*†Londonderry,	33,200	18,340	14,860	6,624	7,045	508	683
*†Longford,	3,827	3,142	685	562	67	52	4
Loughrea,	2,815	2,743	72	67	—	5	—
*†Lurgan,	11,429	3,895	7,534	4,846	1,704	684	300
Macroom,	2,936	2,880	56	54	1	—	1
*†Mallow,	4,366	3,974	392	344	27	13	8
†Maryborough,	2,809	2,377	432	352	12	65	3
Midleton,	3,246	3,062	184	164	3	8	9
Monaghan,	2,938	2,000	938	556	331	34	17
†Mountmellick,	2,623	2,160	463	295	43	65	60
Mullingar,	5,323	4,423	900	778	45	69	8

* In 52 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 72 cases marked thus (†) School Attendance Committees have been appointed.

Appendix.
Section II., N.

Town, &c., to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants				
			Total Protestants	E.C.	Pres	Meth	Others.
*†Naas,	3,735	3,295	440	384	41	4	11
*†Navan,	3,963	3,652	311	286	13	3	9
Nenagh,	4,722	4,401	321	295	12	6	9
†Newbridge,	3,207	1,948	1,259	804	402	26	27
†New Kilmainham,	6,519	4,404	2,115	1,875	46	145	49
†New Ross,	5,847	5,525	322	269	3	28	22
Newry,	12,961	8 815	4,146	2,144	1,480	204	318
*†Newtownards,	9,107	905	8,292	1,956	5,243	865	228
*†Omagh,	4,039	2,356	1,683	922	561	160	40
†Parsonstown	4,313	3,526	787	638	76	60	13
†Pembroke Township,	24,269	14,515	9,754	7,478	1,229	488	559
*†Portadown,	8,430	1,989	6,441	4,025	1,170	1,109	140
*†Portrush,	1,655	184	1,471	772	530	130	39
*†Queenstown,	9,082	7,238	1,844	1,488	118	99	139
*†Rathkeale,	2,073	1,957	116	83	10	22	1
Rathmines and Rathgar,	27,796	13,884	13,912	10,758	1,081	801	1,273
Roscommon,	1,994	1,805	189	152	17	12	8
*†Skibbereen,	3,269	2,795	474	268	17	170	13
Sligo,	10,274	8,293	1,981	1,299	270	216	197
*†Strabane,	5,013	3,514	1,499	733	682	89	15
*†Tandragee,	1,444	412	1,032	635	241	101	55
Templemore,	2,433	2,033	400	360	15	23	2
Thurles,	4,511	4,392	119	108	1	9	1
†Tipperary,	6,391	5,654	737	602	42	24	9
*†Tralee,	9,318	8,338	980	781	48	112	36
Trim,	1,531	1,424	107	88	2	14	3
Tuam,	3,012	2,844	168	161	1	—	3
*†Tullamore,	4,522	4,006	510	389	19	102	6
*†Warrenpoint,	1,970	1,059	911	568	237	79	37
Waterford,	20,852	18,810	2,042	1,402	185	193	262
Westport,	4,070	3,705	365	270	42	29	16
Wexford,	11,545	10,807	738	579	11	114	34
*†Wicklow,	3,273	2,627	646	545	23	66	12
Youghal,	4,317	3,881	436	355	5	60	16
Totals,	1,252,388	806,658	445,730	241,302	117,826	29,359	27,243

In 52 cases marked thus (*) the School Attendance Committees are enforcing the Act.
In 74 cases marked thus (†) School Attendance Committees have been appointed.

Appendix.
Section II, O.
Rules for administering the School Grant.

O.—SCHOOL GRANT.

REVISED RULES for ADMINISTERING The PARLIAMENTARY SCHOOL GRANT under the 18th Section and 4th Schedule of the IRISH EDUCATION ACT, 1892 (55 & 56 Vic., ch. 42.)

Computation of average rate for 1891.

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 3 and under 15 years of age, and dividing those fees by the average daily attendance for that year of pupils within those ages.

Cases where no School Fees are chargeable.

2. In schools where the average rate of school-fees received from children of over 3 and under 15 years of age, *during the year* 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any *such* child for any subjects taught either *wholly or partly* within the ordinary school hours.

Cases where School Fees are chargeable.

3. School-fees may be charged to pupils of 15 years of age, and upwards.

Fees may also be charged to children under 15 years of age for Extra or Optional Subjects taught *wholly* outside the ordinary school hours; but under no circumstances may fees for Extra or Optional Subjects be charged to such children, even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the school.

Average excess fee.

4. In schools where the average rate of school-fees, *during the year* 1891, was in excess of six shillings for each child of the number of children between 3 and 15 years of age, in average daily attendance, fees may be charged to such children; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the School, exceed for any year the amount of the said excess. Fees for any subjects taught either *wholly or partly* within the ordinary school hours, are held to be school fees for purposes of this Rule, and must be included in determining the average rate charged.

Scales of fees.

5. In respect of school fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any school result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

Appendix. Section II. O.

New School free.

6. All schools brought in connexion as National Schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school fees for pupils over 3 and under 15 years of age.

Evening Schools excluded.

7. Evening schools are excluded from the benefit of the School Grant.

8. Payment shall be made subject to the existing Rules and Regulations of the Commissioners in respect to average daily attendance of pupils, as provided in the First Clause of the Fourth Schedule, viz. :—

Increase of Salary and Capitation.

(*a*.) In augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and

(*b*.) In augmenting by three shillings and six pence the Capitation Grant to schools receiving such grants and not having teachers paid by class salaries; the latter augmentation to be an augmentation of the ordinary Capitation Grants, as computed under the Rules of the Commissioners existing at the time of the passing of the Act, in respect to average daily attendance.

Assistants' Bonuses.

9 (*a*.) The Bonuses for Assistants under the Second Clause of the Fourth Schedule are to be annually granted to all Assistants of five years' standing or over who are classed higher than third class:

(*b*.) In case of interrupted service as assistant, if the period of interruption be spent as Principal Teacher, such service may count for bonus;

(*c*.) The average daily attendance in respect to this clause to be computed on the basis defined in the foregoing Rule 8.

Schools between 20 and 30.

10 (*a*.) Schools that have an average daily attendance of twenty and under thirty pupils over 3 and under 15 years of age, are recognised and aided, under the Third Clause of the Fourth Schedule, as Schools entitled to third class salary, &c., and to the benefits of the Commissioners' Rules 166 and 167 (*a*).

Modified Grant Schools, where under 20.

(*b*.) Where the average attendance of children of over 3 and under 15 years of age is under twenty, a school, if recognised, receives a Modified Grant, computed according to the Rules as to average attendance existing at the time of the passing of the Act.

Residual Capitation Grant.

11. The payment of the Residue under the Fourth Clause of the Fourth Schedule is to be made on the average daily attendance, computed on attendances of pupils over 3 and under 15 years of age.

Mode of payment of Residual Capitation Grant.

12. The Unit of Distribution of the Residue shall be found by dividing the estimated Residue as nearly as possible by the aggregate average daily attendance of pupils over 3 and under 15 at schools receiving the School Grants. Should payment of the entire amount of the Residue accruing for any year not be completely effected on the issue of the fourth quarterly payment to the Teachers out of such Residue, the Commissioners may sanction a supplemental payment within the limit of the unexpended balance of the Residue, so as to distribute the balance as nearly as possible in proportion to the number of children in average daily attendance.* Fractions of a penny to be omitted.

* Treasury Letter, 6th April, 1893, 8017/93.

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Appendix. Section II., O.

Average for Residual Capitation Grant.

13. The average daily attendance at the schools receiving the School Grant shall, for the purposes of the residual Capitation Grant, be the average daily attendance for the periods to which the payments respectively relate.

Allocation of Residual Capitation Grant.

14. All agreements regulating the distribution of the Residual Capitation Grant shall be subject to the approval of the Commissioners.

Model and Practising Schools.

15. (*a*.) The twenty per cent. increase under the First Clause of the Fourth Schedule shall be computed on the class-salary portion of the salaries of Principals and Assistants of Model and Practising Schools.

(*b*.) The Bonuses, under the Second Clause of the Fourth Schedule, shall be annually granted to all Assistants in such schools of five years' service and over.

(*c*.) The general Rules determining the average rate of excess fee, if any, shall be applied in the case of these schools.

(*d*.) The school-fees of Model Schools are to be distributed, and the Residual Grant is to be allocated, each on a basis specially determined by the Commissioners.*

Existing Rules applicable to School Grant.

16. The provisions of Rules 165*c* and *e*; 166; 167*a* and *c*; 170; and 172 (*c*) and (*d*), shall apply, *mutatis mutandis*, to all payments made under the Act out of the School Grant. (See Rules quoted below).

RULES referred to at SECTION 16 above.

(Grants made according to the average daily attendance).

Rule 165 (*c*.) When the average attendance exceeds an integer by a fraction, the latter will count as a unit. Thus 29·1 will count as 30.

Rule 165 (*e*.) The number of pupils present must be recorded every day in the Roll Book and Report Book, but when, owing to severity of weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-half of the average attendance for the month in which the day or days occur, the attendance of such day or days may be excluded from the calculation of the average. The cause of such exclusion in each case should be recorded in the Daily Report Book.

Rule 166. No action will be taken consequent on a reduction of the average attendance below 20, unless such reduction shall have appeared in two consecutive quarters, after which no salary will be payable unless the school comes under the provisions of Rule 167.

Rule 167 (*a*.) Should the average attendance at a school, the teacher of which received class-salary, fall below 20 for two consecutive quarters, and should there appear to be good grounds for believing that such reduction of the average attendance below 20 was due to temporary causes, such as prevalence of epidemics, exceptional severity of weather, &c., reasonable time will be allowed for the re-establishment of the normal average, and during this period of indulgence, the school will not be struck off the roll, or the salary reduced.

---

* Treasury Letter, 31st March, 1894, 4516/94.

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Rule 167 (*c*). In Convent and Monastery National Schools paid by merit Capitation Grant, should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the Capitation Grant for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

Rule 170 (*a*.) In cases where schools having the services of Assistants or Workmistresses fail to command the requisite average attendance, managers must be prepared for the withdrawal of salary at the close of the second consecutive quarter in which the falling off appears, unless (*b*.) there is satisfactory evidence that the reduction of the average attendance is due to temporary and exceptional causes, in which case salary may be continued.

SCHOOLS RECEIVING MODIFIED GRANTS—(AVERAGE UNDER 20.)

Rule 172 (*c*.) When a school aided under this Rule attains to an average attendance of 20 pupils or above in any quarter, salary to Teacher may be paid as in ordinary schools for such quarter only.

Rule 172 (*d*.) Should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the payment for such quarter will be determined by the average attendance for the quarter preceding that in which the exceptional cause began to operate.

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APPENDIX

TO THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR, 1897-8.

SECTION III.

Examination Papers set at the July Examinations, 1897. Synopsis of Special Reports on the Quality of the Answering, furnished by the Examiners. Analysis of the Answering. Revised Programme of Examination.

FOR EXTENDED TABLE OF CONTENTS OF THIS SECTION, SEE INSIDE.

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INDEX—

SUBJECT.	MALE Teachers, Monitors, Pupil Teachers, Queen's Scholars, and Candidates for Training.							
	Old Programme.				New Programme.			
	A^1	A^2	B	C	A	B	C^1	C^2
	First Class.		Second Class.	Third Class.	First Class.		Third Class.	
	First Division.	Second Division.			First Division.	Second Division and Second Class.	First Division.	Second Division
	Page	Page	Page	Page	Page	Page	Page	Page
Agriculture,	–	–	56	68	–	99	120	139
Algebra,	9	33	57	69	–	95	116	135
Arithmetic,	5	28	54	65	–	94	115	134
Book-keeping,	–	–	55	66	–	93	119	138
Botany,	16	40	40	40	–	–	–	–
Chemistry—Agricultural,	15	39	–	–	–	–	–	–
„ Inorganic,	14	38	–	–	–	–	–	–
Composition,	7	31	60	–	–	92	114	132
Dictation,	130	130	130	130	–	130	130	130
Domestic Economy,	–	–	–	–	–	–	–	–
Domestic Economy and Hygiene,	–	–	–	–	–	195	207	218
Drawing—Mechanical or Practical Geometry.	72	72	72	72	–	101	122	140
„ Object (Outline or Shaded.)	73	73	73	73	–	101	73	–
Elementary Physics,	–	–	–	–	–	–	–	–
English Language and Literature, (1st Paper.)	–	–	–	–	76	–	–	–
„ „ (2nd Paper.)	–	–	–	–	77	–	–	–
„ „ (3rd Paper.)	–	–	–	–	78	–	–	–
„ „ (4th Paper.)	–	–	–	–	79	–	–	–
English Literature,	6	30	–	–	–	93	114	132
French,	21	44	44	44	–	105	125	145
Geography,	4	28	52	64	–	92	114	132
Geometry,	–	–	–	–	–	96	117	136
Geometry and Mensuration,	8	32	57	68	–	–	–	–
German,	–	46	46	46	–	–	–	–
Grammar,	3	26	51	63	–	91	113	131
Greek,	17	41	41	41	–	–	–	–
Handicraft,	74	74	74	74	–	–	–	–
Heat and the Steam Engine,	12	36	–	–	–	–	–	–

EXAMINATION PAPERS, 1897.

FEMALE Teachers, Monitors, Pupil Teachers, Queen's Scholars, and Candidates for Training.								
Old Programme.				New Programme.				SUBJECT
A^1	A^2	B	C	A	B	C^1	C^2	
First Class.		Second Class.	Third Class	First Class.		Third Class.		
First Division.	Second Division.			First Division.	Second Division and Second Class	First Division	Second Division.	
Page	Page	Page	Page	Page	Page	Page	Page	
68	68	68	68	-	99	120	139	Agriculture.
69	69	69	69	-	95	116	135	Algebra.
151	158	166	173	-	186	199	211	Arithmetic.
-	-	167	-	-	187	200	216	Book-keeping.
40	40	40	40	-	-	-	-	Botany.
-	-	-	-	-	-	-	-	Chemistry—Agricultural.
-	-	-	-	-	-	-	-	„ Inorganic.
154	161	168	-	-	184	197	209	Composition.
208	208	208	208	-	208	208	208	Dictation.
179	179	179	179	-	-	-	-	Domestic Economy.
-	-	-	-	-	195	207	218	Domestic Economy and Hygiene
177	177	177	177	-	189	202	214	Drawing—Mechanical or Practical Geometry.
177	177	177	177	-	189	177	-	„ Object (Outline or Shaded.)
180	180	180	180	-	-	-	-	Elementary Physics.
-	-	-	-	-	-	-	-	English Language and Literature. „ . . (1st Paper.)
-	-	-	-	-	-	-	-	„ „ (2nd Paper.)
-	-	-	-	-	-	-	-	„ „ (3rd Paper.)
-	-	-	-	-	-	-	-	„ „ (4th Paper.)
153	160	-	-	-	185	198	210	English Literature.
44	44	44	44	-	105	125	145	French.
151	157	164	172	-	184	197	210	Geography.
-	-	-	-	-	96	117	136	Geometry.
68	68	68	68	-	-	-	-	Geometry and Mensuration.
46	46	46	46	-	-	-	-	German.
149	156	163	171	-	182	196	208	Grammar.
-	-	-	-	-	-	-	-	Greek.
-	-	-	-	-	-	-	-	Handicraft.
-	-	-	-	-	-	-	-	Heat and Steam Engine.

INDEX—

SUBJECT.	MALE Teachers, Monitors, Pupil Teachers, Queen's Scholars, and Candidates for Training.							
	Old Programme.				New Programme.			
	A¹	A²	B	C	A	B	C¹	C²
	First Class.		Second Class.	Third Class.	First Class.		Third Class.	
	First Division.	Second Division			First Division.	Second Division and Second Class.	First Division.	Second Division.
	Page	Page	Page	Page	Page	Page	Page	Page
History,	6	29	60	-	89	102	122	143
„ (2nd Paper),	-	-	-	-	89	-	-	-
Hydrostatics and Hydraulics,	11	36	-	-	-	-	-	-
Hygiene,	-	-	-	-	-	-	-	-
Irish,	22	47	47	47	84	105	126	146
„ (2nd Paper),	-	-	-	-	86	-	-	-
Kindergarten,	-	-	-	-	-	-	-	-
Latin,	19	43	43	43	79	103	123	144
„ (2nd Paper),	-	-	-	-	82	-	-	-
Lesson Books,	-	-	53	65	-	-	-	-
Light and Sound,	13	37	-	-	-	-	-	-
Magnetism and Electricity,	14	38	-	-	-	-	-	-
Manual Training,	-	-	-	-	-	111	-	-
Mathematics (1st Paper),	-	-	-	-	86	-	-	-
„ (2nd Paper),	-	-	-	-	88	-	-	-
Mechanics,	10	35	58	-	-	-	-	-
Mensuration,	-	-	-	-	-	97	116	137
Methods,	1	25	49	61	-	100	121	140
Music—Hullah,	70	70	70	70	-	110	129	142
„ Tonic Sol-fa,	71	71	71	71	-	109	128	141
Needlework,	-	-	-	-	-	-	-	-
Penmanship,	2	2	49	61	-	90	112	130
Reasoning,	24	-	59	-	-	-	-	-
Science of Education (1st Paper),	-	-	-	-	75	-	-	-
„ „ (2nd Paper),	-	-	-	-	76	-	-	
Spelling Exercises (see also Dictation.)	-	-	50	62	-	-	-	-
Trigonometry,	-	-	-	-	-	108	126	147
„ (Plane),	9	34	-	-	-	-	-	-
„ (Spherical),	15	39	-	-	-	-	-	-

EXAMINATION PAPERS—*continued.*

FEMALE Teachers, Monitors, Pupil Teachers, Queen's Scholars, and Candidates for Training.								SUBJECT.
Old Programme.				New Programme.				
A¹	A²	B	C	A	B	C¹	C²	
First Class.		Second Class.	Third Class.	First Class.		Third Class.		
First Division.	Second Division.			First Division.	Second Division and Second Class.	First Division.	Second Division.	
Page	Page	Page	Page	Page	Page	Page	Page	
153	150	168	-	-	191	206	217	History.
-	-	-	-	-	-	-	-	„ (2nd Paper.)
-	-	-	-	-	-	-	-	Hydrostatics and Hydraulics.
178	178	178	178	-	-	-	-	Hygiene.
47	47	47	47	-	106	126	146	Irish.
-	-	-	-	-	-	-	-	„ (2nd Paper.)
179	179	179	179	-	-	-	-	Kindergarten.
-	-	-	-	-	103	123	144	Latin.
-	-	-	-	-	-	-	-	„ (2nd Paper.)
-	-	165	172	-	-	-	-	Lesson Books.
-	-	-	-	-	-	-	-	Light and Sound.
-	-	-	-	-	-	-	-	Magnetism and Electricity.
-	-	-	-	-	-	-	-	Manual Training.
-	-	-	-	-	-	-	-	Mathematics (1st Paper.)
-	-	-	-	-	-	-	-	„ (2nd Paper.)
-	-	-	-	-	-	-	-	Mechanics.
-	-	-	-	-	97	118	137	Mensuration.
148	155	161	168	-	188	201	212	Methods.
175	175	175	175	-	193	205	215	Music—Hullah.
174	174	174	174	-	192	204	214	„ Tonic Sol-fa.
181	181	181	181	-	190	202	213	Needlework.
149	156	162	169	-	182	195	207	Penmanship.
-	-	-	-	-	-	-	-	Reasoning.
-	-	-	-	-	-	-	-	Science of Education (1st Paper.)
-	-	-	-	-	-	-	-	„ „ (2nd Paper.)
-	-	163	170	-	-	-	-	Spelling Exercises (see also Dictation.)
-	-	-	-	-	108	128	147	Trigonometry.
-	-	-	-	-	-	-	-	„ (Plane.)
-	-	-	-	-	-	-	-	„ (Spherical.)

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	Page
I. Questions set to Male Candidates for First Division of First Class. Old Programme,	1
II. Questions set to Male Candidates for Second Division of First Class. Old Programme,	25
III. Questions set to Male Candidates for Second Class. Old Programme,	49
IV. Questions set to Male Candidates for Third Class. Old Programme,	61
V. Questions set to Male Candidates in Extra Subjects. Old Programme,	70
VI. Questions set to Male Candidates for First Division of First Class. New Programme,	75
VII. Questions set to Male Candidates for Second Division of First Class and for Second Class. New Programme,	90
VIII. Questions set to Male Candidates for First Division of Third Class. New Programme,	112
IX. Questions set to Male Candidates for Second Division of Third Class. New Programme,	130
X. Questions set to Female Candidates for First Division of First Class. Old Programme,	148
XI. Questions set to Female Candidates for Second Division of First Class. Old Programme,	155
XII. Questions set to Female Candidates for Second Class. Old Programme,	161
XII. Questions set to Female Candidates for Third Class. Old Programme,	168
XIV. Questions set to Female Candidates in Extra Subjects. Old Programme,	174
XV. Questions set to Female Candidates for Second Division of First and Second Class. New Programme,	182
XVI. Questions set to Female Candidates for First Division of Third Class. New Programme,	195
XVII. Questions set to Female Candidates for Second Division of Third Class. New Programme,	207
XVIII. Synopsis of Special Reports furnished by Examiners with reference to the fulness or otherwise of the knowledge displayed by the Candidates,	219
XIX. Analysis of the Answering:—	
(*a*.) Old Programme,	232
(*b*.) New Programme,	232
XX. Revised Programme of Examination,	235

QUESTIONS PROPOSED AT EXAMINATIONS OF TEACHERS AND MONITORS, JULY, 1897.

Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A^{1} Papers.
Old Programme.

I.—Questions set to Male Candidates for First Division of First Class.

Old Programme.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. Show how to prove the twentieth proposition of the first book of Euclid inductively. Explain how far this is in accordance or at variance with mathematical principles.

2.

> My heart leaps up when I behold
> A rainbow in the sky:
> So was it when my life began;
> So is it now I am a man,
> So be it when I shall grow old,
> Or let me die!
> The child is father of the man;
> And I could wish my days to be
> Bound each to each by natural piety.

Write out the questions you would use, and indicate the information you would give to make this poem intelligible to second class.

3. Make out a time table for a forenoon of two hours for a school conducted on the quadripartite system, showing position where each lesson is taught, and indicating the order in which the changes are made. Give your opinion of the suitableness of this system in a school with large fifth and sixth classes.

4. What motives to study may be properly put before pupils? Which of these do you consider preferable, and why?

Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

5. "The pupil should be obliged, as far as he can, to make out the words for himself." "Teachers must guard against the injurious tendency to get off the lesson by rote." "Reading is an art learned by imitation; therefore, the teacher should read for the pupils and require them to imitate him." Set forth clearly and concisely the method of teaching reading which fully reconciles these statements.

6. What exercises practised in every well-taught school afford a useful preliminary training for regular lessons in composition? If the object can be furthered orally, describe how.

7. What is the office of the teacher in dealing with the study of a subject which he desires his pupils to learn to the best advantage?

8. What duties devolve on the teacher when children are seeking employment under the Factory Act? What attendances on the part of half-timers entitle to payment of results fees?

9. What is *attention?* What place does it hold in mental training and development? Give hints for training the attention.

10. What parts of grammar would you teach inductively, and why? Illustrate fully in one case.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Blest be the gracious power, who taught mankind,
To stamp a lasting image of the mind!
Beasts may convey, and tuneful birds may sing,
Their mutual feelings, in the opening spring;
But man alone has skill and power to send
The heart's warm dictates to the distant friend;
'Tis his alone to please, instruct, advise
Ages remote, and nations yet to rise.

Crabbe.

The following is the form of a cheque drawn on the Royal Bank of Ireland:—

"Dublin, 1st January, 1867,
Royal Bank of Ireland.

Pay John Smith, or Bearer, Ten Pounds Ten Shillings—£10 10s.
John Doe."

This cheque should have a penny stamp, but a postage stamp will not answer. John Doe is called the drawer of the cheque. The bank pays the money to the bearer, that is, to the person who presents it, and charges the amount to the account of the drawer, who thereupon has so much less money standing to his credit at the bank.

Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Q. Eliz. What can'st thou swear by now ?
K. Rich. *The time to come.*
Q. Eliz. *That* thou hast wronged in the time o'erpast ;
For I myself have many tears to wash
Hereafter time, for time past wrong'd by thee.
The children live, whose parents thou hast slaughter'd,
Ungovern'd *youth*, to wail *it* in their age ;
The parents live, whose children thou hast butcher'd,
Old withered *plants*, to wail it with their age.
Swear not by time to come ; for that thou hast
Misused *ere used*, by time *misused o'erpast.*
K. Rich. As I intend to prosper and repent,
So thrive I in my dangerous attempt
Of hostile arms ! Myself myself *confound !*

Parse fully the words in *italics.* (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Draw out a general and a particular analysis of the following sentence :—

First, if all obstacles were cut away
And that my path were even to the crown
As my ripe revenue and due by birth,
Yet so much is my poverty of spirit,
So mighty and so many my defects,
As I had rather hide me from my greatness,
Being a bark to brook no mighty sea,
Than in my greatness covet to be hid
And in the vapour of my glory smothered.

3. Explain fully the correct use of *shall* and *will, should* and *would ;* and give examples of their improper use.

4. Define universal, particular, indefinite, and singular propositions ; and show how these four classes can be reduced to two.

5. Distinguish between simile and metaphor. Give instances of correct and of incongruous metaphors ; and explain clearly in what the incongruity consists.

6. Define clearly "case" and "declension." State why the ancient grammarians used these words, and explain the metaphors involved in their use.

7. From what language or country have we obtained the following words :—*cameo, lagoon, waltz, barometer, Derby, omelet, bayonet, calico, sherry, castanet, etiquette, anatomy ?*

8. Classify, with examples, the various uses of the present tense to denote other than present time.

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. Sketch briefly the history of Prussia from 1656 to 1796.

2. Give, with dates, the principal events of French history from 1789 to 1814.

3. (*a.*) How did Charles V. of Spain acquire so large an empire; and (*b.*) on his resignation, how was it partitioned?

4. (*a.*) Sketch the history of the Dutch and Belgic provinces from 1383 to 1579; and (*b.*) give the history of the latter from 1579 to 1700.

5. In what year was Greece emancipated from Turkish rule? Trace its history since that date.

6. Describe the fortunes of the English arms in France in the 15th century.

7. State what you know of:—Epaminondas, Philip of Macedon, Odoacer, and Justinian.

8. (*a.*) How did Switzerland become subject to Austria? (*b.*) State fully the circumstances which led to the battle of Morgarten; and (*c.*) give the immediate result of this battle.

9. Who was—

(*a.*) The first monarch of Russia?
(*b.*) The first king of France?
(*c.*) The last king of Athens?
(*d.*) The first king of Nineveh?

10. (*a.*) What three important events mark the decline of the Turkish power in Europe? (*b.*) Give the dates of two of these events.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. Narrate briefly, but clearly, the action of the play in Act III. of Richard III.

2. Write out the first six lines of Richard's oration to his army beginning—"What shall I say more than I have inferr'd?"

3. "Sweet Saint, for charity, be not so curst." Name the speaker here, and the person addressed; also quote the first seven lines of reply.

4. Comment upon the words italicised in the following, and complete the context in each case :—

(*a.*) "And from the *cross-row* plucks the letter G."
(*b.*) "He is *frank'd up to fatting* for his pains."
(*c.*) "What lawful *quest* have given their verdict up."
(*d.*) *Clarence*: "O, do not slander him, for he is *kind*."
First Murd.: "Right,
As *snow in harvest*."
(*e.*) "That I, being *govern'd* by the *watery moon*."
(*f.*) "But now two *mirrors* of his princely semblance."

5. Write explanatory notes on :—

(*a.*) Thrall of Margaret's curse.
(*b.*) The inclusive verge.
(*c.*) Flesh'd villains, bloody dogs.
(*d.*) The Breton Richmond.
(*e.*) Young York, he is but boot.
(*f.*) His head's assurance is but frail.

6. "Plantagenet doth quit Plantagenet.
Edward for Edward pays a dying debt."

What remark provoked this reply? State who the speakers were. Explain the allusions.

7. Portray the character of Hastings as delineated in the play.

8. *King Richard*: "And came I not at last to comfort you?" To whom were these words addressed? Give the substance of the reply which they elicited.

9. Give the meanings of the words italicised in the following extracts and complete the context in each case :—

(*a.*) And there they *hull*.
(*b.*) Now by my *George*.
(*c.*) The *Welshman* comes.
(*d.*) Much about *cock-shut time*
(*e.*) *Peise* me down to-morrow.
(*f.*) Is my *beaver* easier?

10. *King Richard*: "Give me another horse; bind up my wounds. Write out the next seven lines of King Richard's soliloquy.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. The varying aspects of the sky.
2. The formation of character.

Appendix.
Section III, I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Dr. MORAN, Head Inspector.
Dr. BATEMAN, District Inspector.

1. Sketch briefly the history of Prussia from 1656 to 1796.

2. Give, with dates, the principal events of French history from 1789 to 1814.

3. (*a*.) How did Charles V. of Spain acquire so large an empire; and (*b*.) on his resignation, how was it partitioned?

4. (*a*.) Sketch the history of the Dutch and Belgic provinces from 1383 to 1579; and (*b*.) give the history of the latter from 1579 to 1700.

5. In what year was Greece emancipated from Turkish rule? Trace its history since that date.

6. Describe the fortunes of the English arms in France in the 15th century.

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8. (*a*.) How did Switzerland become subject to Austria? (*b*.) State fully the circumstances which led to the battle of Morgartea; and (*c*.) give the immediate result of this battle.

9. Who was—

(*a*.) The first monarch of Russia?
(*b*.) The first king of France?
(*c*.) The last king of Athens?
(*d*.) The first king of Nineveh?

10. (*a*.) What three important events mark the decline of the Turkish power in Europe? (*b*.) Give the dates of two of these events.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. Narrate briefly, but clearly, the action of the play in Act III. of Richard III.

2. Write out the first six lines of Richard's oration to his army beginning—"What shall I say more than I have inferr'd?"

Appendix.
Section III. I.
Examination Questions,
Male Teachers.
A' Papers.
Old Programme.

3. "Sweet Saint, for charity, be not so curst." Name the speaker here, and the person addressed; also quote the first seven lines of reply.

4. Comment upon the words italicised in the following, and complete the context in each case :—

(*a.*) "And from the *cross-row* plucks the letter G."
(*b.*) "He is *frank'd up to fatting* for his pains."
(*c.*) "What lawful *quest* have given their verdict up."
(*d.*) *Clarence*: "O, do not slander him, for he is *kind*."
First Murd.: "Right,
As *snow in harvest*."
(*e.*) "That I, being *govern'd* by the *watery moon*."
(*f.*) "But now two *mirrors* of his princely semblance."

5. Write explanatory notes on :—

(*a.*) Thrall of Margaret's curse.
(*b.*) The inclusive verge.
(*c.*) Flesh'd villains, bloody dogs.
(*d.*) The Breton Richmond.
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Edward for Edward pays a dying debt."

What remark provoked this reply? State who the speakers were. Explain the allusions.

7. Portray the character of Hastings as delineated in the play.

8. *King Richard:* "And came I not at last to comfort you?" To whom were these words addressed? Give the substance of the reply which they elicited.

9. Give the meanings of the words italicised in the following extracts and complete the context in each case :—

(*a.*) And there they *hull*.
(*b.*) Now by my *George*.
(*c.*) The *Welshman* comes.
(*d.*) Much about *cock-shut time*
(*e.*) *Peise* me down to-morrow.
(*f.*) Is my *beaver* easier?

10. *King Richard*: "Give me another horse; bind up my wounds. Write out the next seven lines of King Richard's soliloquy.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. The varying aspects of the sky.
2. The formation of character.

Appendix.

Section III, I.

Examination Questions.

Male Teachers.

'A' Papers.

Old Programme.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed in the case of the questions in geometry.

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. If a circle be described touching another circle internally, and touching its diameter, the diameter of the smaller circle is a harmonic mean between the segments into which the diameter of the larger circle is divided at the point of contact. Prove fully.

2. If three similar rectilineal figures be homothetic, their centres of similitudes lie in sets of three in right lines. Prove.

3. From a point P in the circumference of a circle a tangent is drawn, and a perpendicular to any chord. Prove that the square of the perpendicular on the chord is equal to the rectangle contained by the perpendiculars from the extremities of the chord on the tangent.

4. Inscribe a regular pentagon in a given circle, and describe one on a given straight line.

5. Prove geometrically that the area of a triangle is equal to $\sqrt{s, s-a, s-b, s-c}$, when s is equal to half the sum of the sides, and a, b, and c are respectively the sides opposite the angles A, B, and C.

6. Inscribe in a given triangle the parallelogram of maximum area, having a common angle with the triangle.

7. Describe a circle through a given point, and touching a given circle and a given line.

8. Given the base of a triangle, ratio of sides, and the sum of the squares on the sides, construct it.

9. Find the distance of one angle of a cube from the plane passing through the three adjacent angles, the side of the cube being one inch. Find also the volume of the pyramid cut off by that plane.

10. The diameter of the base of a cone is 12 feet, and its height 100 feet. Through it, from the centre of the base, a cylindrical hole 12 inches in diameter is bored perpendicularly. Find the volume of the portion of the cone left.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. Find four consecutive numbers whose product is 303,600.

2. Five numbers are in continued proportion, their sum is 62, and the sum of their squares 1,364. Find these numbers.

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Appendix.

Section III., I.

Examination Questions.

Male Teachers.

A¹ Papers.

Old Programme.

3. Given—

$$a^2 = m + n,$$
$$b^2 = n + l,$$
$$c^2 = l + m,$$
$$\text{and } 2s = a + b + c;$$

prove that $s(s-a)\ (s-b)\ (s-c) = \frac{1}{4}(mn + nl + lm)$.

4. If s_n represent the sum of n terms of an arithmetical progression prove that—

$$\frac{n^2 s_{2m} - m^2 s_{2n}}{n^2 s_m - m^2 s_n} = 2.$$

5. If α and β are the roots of the equation $ax^2 + 2bx + c = 0$, and α' and β' those of $a'x^2 + 2b'x + c' = 0$; find the relation between the coefficients, if—

$$\frac{2}{\beta - \alpha} = \frac{1}{\alpha' - \alpha} + \frac{1}{\beta' - \alpha}$$

6. If x be real, find the limits between which

$$\frac{x}{x^2 - 5x + 9}$$

must lie.

7. Solve the equations—

$$x + y + z = xy + yz + zx = 6$$
$$xyz = 1.$$

8. Find the factor which will rationalise—

$$\sqrt{3} + \sqrt[3]{5}.$$

9. Resolve into simple factors—

$$a^3(c - b) + b^3(a - c) + c^3(b - a).$$

10. Find the value of—

$$\frac{\sqrt{a + x} - \sqrt{a - x}}{\sqrt{b + x} - \sqrt{b - x}}$$

when $x = 0$.

PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B. –*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. M'Clintock, District Inspector.

1. Four points A, B, C, D are in the same straight line: AB$=a$, BC$=b$, CD$=c$, and these intervals subtend equal angles at a point P; prove that—

$$\frac{\sin^2 \mathrm{ACP}}{\sin^2 \mathrm{APB}} = \frac{a\,(b + c)}{ac - b^2}.$$

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Appendix.
Section III, I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

2. Prove that in any triangle ABC—

$$a^2+b^2+c^2 = 2\,(ab+ac+bc)$$
$$\text{if } \tan\frac{A}{2} + \tan\frac{B}{2} + \tan\frac{C}{2} = 0.$$

3. From a point A at the base of a mountain its summit B is seen at an elevation of 60°; after walking one mile towards the summit up a plane making an angle of 30° with the horizon to another point C, the angle ACB is observed to be 135°. Find the height of the mountain in yards.

4. Prove that—

$$\tan 3A - \tan 2A - \tan A = \tan 3A \tan 2A \tan A.$$

5. Two sides of a triangle are 1,400 and 1,000 yards respectively, and the contained angle is 72° 40′; find the remaining angles, having given—

$$\log \cdot 09 = \bar{2}\cdot 9542425\,;\ \log 5 = \cdot 6989700$$
$$\log\tan 53^\circ 40' = 10\cdot 1334356\,;\ \log\tan 12^\circ 46' = 9\cdot 3552267$$
$$\text{diff. for } 1' = 5683.$$

6. Prove that—

$$\cos\frac{A}{2} = \pm\tfrac{1}{2}\sqrt{1+\sin A} \pm \tfrac{1}{2}\sqrt{1-\sin A}.$$

and determine the proper signs to be taken on the right-hand side of this equation when $A = 310^\circ$.

7. Find the three simplest values of x which satisfy the equation—

$$\cos 3x + \sin 3x = (\cos x - \sin x)^3.$$

8. The angular elevation of a tower at a place A due south of it is 30°, and at a place B due west of A and at a distance of 200 feet from A the elevation is 15°. A and B and the foot of the tower are in the same horizontal plane. Find the height of the tower in feet.

9. If $A + B + C = 180^\circ$, prove that—

$$\cot A + \cot B + \cot C = \cot A \cot B \cot C + \operatorname{cosec} A \operatorname{cosec} B \operatorname{cosec} C.$$

10. Prove that the area of a triangle ABC is equal to—

1°. $r^2 \cot\frac{1}{2}A \cot\frac{1}{2}B \cot\frac{1}{2}C$.

2°. $2R^2 \sin A \sin B \sin C$.

R and r being the radii of the circumscribed and inscribed circles of the triangle.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Ross, District Inspector.

1. Investigate an expression for the most advantageous angle at which a force may be exerted in order to move a body placed on a rough horizontal plane.

2. A weight P descending under the action of gravity draws a weight Q down a smooth inclined plane by means of a string acting parallel to the plane, the motion taking place in a vertical plane; find the tension of the string.

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Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

3. A solid of uniform density is composed of a hemisphere and a right cone with a common base, the body thus resembling a spinning top; find the height of the cone so that the solid may rest on a horizontal table on any part of its spherical surface. The C.G. of a hemisphere is $\frac{3}{8}$ of the radius distant from the centre of the plane face.

4. Two vertical circles touch each other at the lowest point of their vertical diameters, and a common chord is drawn through this point; prove that the time of falling from rest down the portion of this common chord intercepted between the circumferences is constant.

5. A string having its extremities fastened to the ends of a uniform bar of weight W passes over four smooth pegs in a vertical wall so as to form with the bar a regular hexagon; find the tension of the string.

6. A simple pendulum of length l has one end of the string fastened to a peg on a smooth inclined plane whose inclination is a. With the string and weight on the plane its time of oscillation is two seconds; find a, having given that a pendulum of length $\frac{l}{2\sqrt{2}}$ oscillates in one second when suspended vertically.

7. ABC is a triangle, D, E, F are the middle points of its sides, and O is any point in the plane of the triangle; show that the system of forces OA, OB, OC is equivalent to the system OD, OE, OF.

8. The parallel sides of a trapezoid are a and b; prove that the centre of gravity of the figure lies in the line joining the points of bisection of the parallel sides, and divides that line in the ratio of $2a+b : 2b+a$.

9. Establish the formulæ for the velocities of bodies after direct collision, and hence find the relation between the masses of two perfectly elastic spheres so that, if meeting directly with equal velocities, after collision one of them may remain at rest.

10. A body having fallen freely from rest is observed to pass through a space of h feet in the nth second of its motion; find its velocity at the end of the nth second.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Dr. Skeffington, District Inspector.

1. A spherical balloon, 4 metres in diameter, made of silk, weighing 0·25 kilos. per square metre, is filled with hydrogen; calculate its lifting power.

(Assume weight of air 1·3 kilos. and of hydrogen 0·09 kilos. per cubic metre).

2. The volume of a bubble of air at the bottom of a pond 10 metres deep is ·001 mm.; find its volume when it rises to the top, the barometer being at 735 mm.

(Take specific gravity of mercury = 13·6).

3. The specific gravities of two liquids being 4 and 5 severally, find the specific gravity of a mixture (*a*) by volume, (*b*) by weight; three parts of the former being mixed with four of the latter.

4. The apparent weight of a piece of platinum when weighed in water is 20·6 grm.; and weighed in mercury is only 8 grm. Calculate (*a*) the density of the platinum, and (*b*) the volume of the platinum.

(Assume the density of mercury to be 13·6.)

5. State the laws of the mixture of gases, and show how they have been demonstrated.

6. When two plates immersed in a liquid which wets one but not the other are made to approach each other, explain fully the repulsion that ensues between the plates.

7. State why a satisfactory quantitative experimental demonstration of the equality of liquid pressure cannot be given. Show how an approximate verification may be effected.

8. A sphere of glass (density 2·8) is dropped into a vessel containing water over mercury; find how much of its volume will settle in the mercury, and how much in the water.

(Specific gravity of mercury = 13·6.)

9. (*a*) Explain Torricelli's law for the *velocity* of efflux of liquids from a small orifice, and (*b*) show how the *quantity* that flows from a small aperture is calculated.

10. Point out the conditions of equilibrium of a floating body, and show on what the stability of the equilibrium depends.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Dr. SKEFFINGTON, District Inspector.

1. What would be the result (*a*) of placing 5 lbs of copper at 100° C., and (*b*) of placing 30 lbs. of copper at 80° C., each in a separate vessel with 1·5 lbs. of ice at 0° C.?

(Take specific heat of copper = 0·1, latent heat of water = 80.)

2. An iron boiler, holding water at 100° C., is 1 cm. thick, and has 2 sq. m. heating surface at 280° C; how much water can be evaporated per hour, the latent heat of steam being 536, and the conductivity of iron 0·16?

3. A cannon ball weighing 68 lbs. strikes a target with a velocity of 1,400 feet per second; (*a*) find the amount of heat generated by the collision, and (*b*) if half the heat generated be developed in the ball, find its rise of temperature in Cent. degrees.

(Take the specific heat of the ball as = 0·114.)

4. Explain (illustrating by a diagram) the object of the lead of a slide valve, and show how it is secured.

5. Show by means of a diagram the construction of the injector of a steam engine, and explain its action.

Appendix.
Section III, I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

6. If the air has a temperature of 20° C., and the dewpoint is 15° C., find how many grammes of vapour will be condensed into water in each cubic metre of air, if the temperature fall to 10° C.

Given (1) A cubic metre of dry air = 1·3 kilos. at 0° C. and 760 mm.
(2) Density of aqueous vapour = $\frac{5}{8}$ that of air at same temperature and pressure.
(3) Tension of vapour at 15° = 12·699 mm., at 10° = 9·165 mm.

7. If phosphorus is cooled down to 30·7° C. before solidification begins, find what fractional part of the mass will remain liquid.

Phosphorus melts at 44·2° C., its specific heat is 0·2, and its latent heat of fusion is 5·4.

8. (*a.*) State the influence of pressure on the melting points of sulphur and of ice. (*b.*) Account for these effects.

9. Explain fully what is meant by the *critical temperature* of a liquid; and describe any method of observing it.

10. Describe Dumas' method of determining the densities of vapours.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Headen, District Inspector.

1. Discuss briefly the phenomena of diffraction caused by (*a*) an opaque edge; (*b*) a thin slit. Distinguish interior and exterior fringes.

2. Give a sketch and a short description of any form of polariscope.

3. Define and distinguish between consonance and resonance; and explain the use of Helmholtz's *resonance-globe*.

4. Give a short account of the several processes in taking a photographic negative, under the heads:—(*a*) preparation of plate; (*b*) exposure; (*c*) development; (*d*) fixing.

5. Explain fully Kundt's method of determining the velocity of sound.

6. A parallel beam of light passing through water falls upon a double convex air lens immersed beneath the surface. Draw a diagram, and give full explanation, showing the path of the beam after refraction through the lens. Compare the effect produced on a similar beam by a water lens in air.

7. Describe, using a diagram, the structure of the human ear, explaining the use of the several parts.

8. Distinguish between spherical and chromatic aberration, explaining also how each is corrected in optical instruments.

9. Describe Duhamel's graphic method of determining the vibrations of a sounding body.

10. Distinguish between deviation and dispersion by prisms. Show how to find the deviation of a ray in passing through a glass prism of very small angle.

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Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. State two different hypotheses proposed to account for magnetic phenomena.

2. Describe the *declination compass* and its use, and show why the reversion of the needle is necessary.

3. A steel needle is freely suspended from its centre of gravity by a thread and then magnetised; state clearly what position it then assumes.

4. Explain what is meant by *electrical potential*, and state how it may be measured.

5. Describe the *gold-leaf electroscope*, and explain its use in determining the presence and the kind of electricity.

6. Give an outline of Wheatstone's method of measuring the velocity of electricity, and state the result obtained by him.

7. Show how a voltaic current may be produced by means of two liquids and a single metal.

8. What is the directive influence of the earth on a *solenoid* through which a current is passing?

9. Explain the marked retardation of the electric current in transmission through submarine cables.

10. Describe the construction and use of *Ruhmkorff's Coil.*

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Chambers, District Inspector.

1. Name the *two* oxides of bismuth, and show how they may be obtained.

2. How would you prepare a strong aqueous solution of hydrofluoric acid?

3. What is the action of nitric acid on (*a*) copper, (*b*) silver, (*c*) tin?

4. What change does arseniuretted hydrogen undergo (*a*) when it burns in air; (*b*) when it is passed through a glass tube heated to redness; (*c*) when it is conducted into a solution of nitrate of silver?

5. Describe the black-ash process of manufacturing soda-ash.

6. How would you prepare a specimen of chrome-alum?

7. Point out the usual source of indium. State what you know about it, and explain how it was discovered.

Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A^1 Papers.
Old Programme.

8. Explain the method by which iodine is extracted from kelp.

9. Strong sulphuric acid is mixed with the following substances separately :—(*a*) water; (*b*) common salt; (*c*) nitre; (*d*) copper turnings. State exactly what occurs in each case

10. Give the formulæ of the compounds of phosphorus and chlorine. How are they prepared? Describe the action of water upon each of them.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Chambers, District Inspector.

1. What is the chemical nature of fat? Name the elementary fats and explain how they occur in tallow.

2. Name several vegetable and animal substances in which sulphur exists. How would you demonstrate its presence in them?

3. Name the inorganic substances met with in potato ash, and state the proportion in which the two most important occur.

4. Explain what is meant by *transpiration* in plants.

5. What are the most important constituents which, as food for live stock, give value respectively to (*a*) wheaten flour; (*b*) Indian corn; (*c*) potatoes; (*d*) beans; (*e*) buck-wheat?

6. State the principal mineral substances found in each of the following :—(*a*) blood; (*b*) flesh; (*c*) dry bone.

7. Name the different kinds of guano usually employed in the British Isles. Which is the most valuable? How may its purity be tested?

8. State the elementary substances of which fibrin is composed. From what constituent of its food does an animal derive the fibrin of its muscles?

9. "Of all crops usually cultivated and sold in this country, hay *may* be most exhausting." Explain this statement, and illustrate your answer by a consideration of Italian rye grass hay.

10. Enumerate the advantages (*a*) of a sufficient supply of water to a soil; (*b*) of removing the excess of water from a soil.

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. M'Clintock, District Inspector.

1. If an arc of a great circle be bisected, its segments will subtend equal angles at any point on the great circle of which its middle point is the pole. Prove.

Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

2. In a spherical triangle ABC given A = 120°, B = 51°, C = 62°; find the side BC.

Log cos 65° 30′ = 9·617727.
Log cos 54° 30′ = 9·763954.
Log sin 51° = 9·890503.
Log sin 62° = 9·945935.
Log cos 53° 40′ = 9·772675.
Diff. for 1′ = 172.

3. A spherical triangle ABC is right-angled at C; prove that—

$$\cos\frac{E}{2} = \frac{1}{\sqrt{2}}\{\cos\tfrac{1}{2}(A+B) + \sin\tfrac{1}{2}(A+B)\} = \cos\frac{a}{2}\cos\frac{b}{2}\sec\frac{c}{2}.$$

where E is the spherical excess.

4. ABC and DEF are two spherical triangles. The sides of DEF are respectively equal to the halves of the sides of ABC. Show that the angle D between the sides $\tfrac{1}{2}b$ and $\tfrac{1}{2}c$ is given by the equation—

$$\cos D = \cos A + \tfrac{1}{2}\tan\tfrac{1}{2}b\,\tan\tfrac{1}{2}c\,\sin^2 D.$$

5. If the angle C of a spherical triangle ABC be a right angle—

1°. Prove that $\cos B = \tan a \cot c$.

2°. Given B = 66° and $b = 48°$; find A.

Is this case ambiguous? Explain.

Log cos 66° = 9·609313.
Log cos 48° = 9.825511.
Log sin 37° 26′ = 9·783788.
Diff for 1′ = 165.

6. Assuming the fundamental expression for the cosine of an angle of a spherical triangle in terms of the sines and cosines of the sides, find an expression for $\cos\tfrac{1}{2}A$ and also for $\cot\tfrac{1}{2}B$ in terms of functions of the sides.

7. Express the area of a spherical triangle in terms of two sides and the included angle.

8. In a spherical triangle ABC—

1°. If $a + b + c = 180°$, prove that $\sin^2\tfrac{1}{2}C = \cot a \cot b$.

2°. If $C = 90°$, prove that $\sin(c - b) = \sin(c + b)\tan^2\tfrac{1}{2}A$.

9. Prove that in any spherical triangle—

$$\sin^2\tfrac{1}{2}C = \sin\tfrac{1}{2}(a + b + \phi)\sin\tfrac{1}{2}(a + b - \phi)$$

where ϕ is an angle such that—

$$\sin\tfrac{1}{2}\phi = \cos\tfrac{1}{2}C\sqrt{\sin a \sin b}.$$

10. Prove that the arcs of great circles bisecting the angles of a spherical triangle meet in a point.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. What are *vessels*? Describe some leading types.

2. Give the meaning of the terms *phloem* and *xylem*, and state the points of resemblance and of difference between the tissues so named.

3. Trace the course of the sap from its origin in the root to the various parts of the plant.

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Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A1 Papers.
Old Programme.

4. Give the characters of the natural order *Malvaceæ*, and mention two plants belonging to the order, giving both common and scientific names.

5. Describe the process of fertilisation in the Gymnosperms.

6. State what change of view has taken place as to the nature of Lichens, with the reason.

7. Give an outline of the classification of Cryptogamic plants, naming the groups and classes.

8. What natural orders yield the most important articles of human food? Give under each order the name of the plant and the part used.

9. Give a short description of the structure and mode of reproduction of Hair-moss (*Polytrichum*).

10. Describe the stamens of a composite flower, and mention some tubulate and some ligulate flowers of the order Compositæ.

GREEK.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English:—

πολλάκις δὲ χῆνας ἡμιβρώτους ἔπεμπε, καὶ ἄρτων ἡμίσεα, καὶ ἄλλα τοιαῦτα, ἐπιλέγειν κελεύων τὸν φέροντα· "Τούτοις ἥσθη Κῦρος· βούλεται οὖν καὶ σὲ τούτων γεύσασθαι." ὅπου δὲ χιλὸς σπάνιος πάνυ εἴη, αὐτὸς δ᾽ ἐδύνατο παρασκευάσασθαι διὰ τὸ πολλοὺς ἔχειν ὑπηρέτας, καὶ διὰ τὴν ἐπιμέλειαν, διαπέμπων ἐκέλευε τοὺς φίλους, τοῖς τὰ ἑαυτῶν σώματα ἄγουσιν ἵπποις ἐμβάλλειν τοῦτον τὸν χιλὸν, ὡς μὴ πεινῶντες τοὺς ἑαυτοῦ φίλους ἄγωσιν. εἰ δὲ δή ποτε πορεύοιτο, καὶ πλεῖστοι μέλλοιεν ὄψεσθαι, προσκαλῶν τοὺς φίλους ἐσπουδαιολογεῖτο, ὡς δηλοίη, οὓς τιμᾷ· ὥστε ἔγωγε, ἐξ ὧν ἀκούω, οὐδένα κρίνω ὑπὸ πλειόνων πεφιλῆσθαι, οὔτε Ἑλλήνων οὔτε βαρβάρων.—Xenophon.

2. Translate into English;—

(*Ἐπιστολαί.*)

τούτων, ὦ ἄνδρες Ἀθηναῖοι, τῶν ἀνεγνωσμένων ἀληθῆ μέν ἐστι τὰ πολλά, ὡς οὐκ ἔδει, οὐ μὴν ἀλλ᾽ ἴσως οὐχ ἡδέα ἀκούειν. ἀλλ᾽ εἰ μέν, ὅσα ἄν τις ὑπερβῇ τῷ λόγῳ, ἵνα μὴ λυπήσῃ, καὶ τὰ πράγματα ὑπερβήσεται, δεῖ πρὸς ἡδονὴν δημηγορεῖν· εἰ δ᾽ ἡ τῶν λόγων χάρις, ἂν ᾖ μὴ προσήκουσα ἔργῳ ζημία γίγνεται, αἰσχρόν ἐστιν, ὦ ἄνδρες Ἀθηναῖοι, φενακίζειν ἑαυτούς, καὶ ἅπαντ᾽ ἀναβαλλομένους, ὅσα ἂν ᾖ δυσχερῆ, πάντων ὑστερίζειν τῶν ἔργων, καὶ μηδὲ τοῦτο δύνασθαι μαθεῖν, ὅτι δεῖ τοὺς ὀρθῶς πολέμῳ χρωμένους οὐκ ἀκολουθεῖν τοῖς πράγμασιν, ἀλλ᾽ αὐτοὺς ἔμπροσθεν εἶναι τῶν πραγμάτων, καί τὸν αὐτον τρόπον, ὥσπερ τῶν στρατευμάτων ἀξιώσειεν ἄν τις τόν στρατηγὸν ἡγεῖσθαι, οὕτω καὶ τῶν πραγμάτων τοὺς εὖ βουλευομένους, ἵν᾽ ἃ ἂν ἐκείνοις δοκῇ, ταυτα πράττηται, καὶ μὴ τὰ συμβάντα ἀναγκάζωνται διώκειν.—Demosthenes.

3. Translate into English :—

"ἦ δὴ λοίγια ἔργα τάδ' ἔσσεται οὐδ' ἔτ' ἀνεκτὰ,
εἰ δὴ σφὼ ἕνεκα θνητῶν ἐριδαίνετον ὧδε,
ἐν δὲ θεοῖσι κολῳὸν ἐλαύνετον· οὐδέ τι δαιτὸς
ἐσθλῆς ἔσσεται ἦδος, ἐπεὶ τὰ χερείονα νικᾷ.
μητρὶ δ' ἐγὼ παράφημι, καὶ αὐτῇ περ νοεούσῃ,
πατρὶ φίλω ἐπίηρα φέριν Διί, ὄφρα μὴ αὖτε
ηεικείῃσι πατὴρ, σὺν δ' ἡμῖν δαῖτα ταράξῃ.
εἴπερ γάρ κ' ἐθέλῃσιν 'Ολύμπιος ἀστεροπητὴς
ἐξ ἐδέων στυφελίξαι·—ὁ γὰρ πολὺ φέρτατός ἐστιν.
ἀλλά σὺ τόνγ' ἐπέεσσι καθάπτεσθαι μαλακοῖσιν·
αὐτίκ' ἔπειθ' ἵλαος 'Ολύμπιος ἔσσεται ἡμῖν.—HOMER.

SECTION B.

4. Give illustrations of :—

(*a*.) The infinitive used adverbially.
(*b*.) The formation of adverbs from adjectives, prepositions, and nouns respectively.
(*c*.) The cognate accusative and the subjunctive genitive.

5. What are the constructions :—

(*a*.) Of πρὶν?
(*b*.) Of εἰ and ἤν (conjunctions)?
(*c*.) After verbs of fearing?
(*d*.) Of ἵνα and ὅπως?

6. Exlain the following, giving instances of each :—

(*a*.) "Attraction" of the relative pronoun.
(*b*.) The optative of frequency.
(*c*.) The deliberative subjunctive.
(*d*.) The accusative absolute.
(*e*.) The gnomic aorist.

SECTION C.

7. Translate into Greek :—

And when they got higher than the enemy who were following, the enemy no longer attacked the descending troops, fearing lest they should be cut off, and lest their opponents should get on both sides of them.

Advancing thus for the remainder of the day, some by the road over against the hills, and others keeping parallel to them opposite the mountain, they came to the villages and appointed ten physicians, for the wounded were numerous.

SECTION D.

8. Mention five of the most celebrated of the Greek "colonies," noting their geographical positions and respective "mother cities," and state what connexion, if any, existed between a "colony" and its "mother city."

Appendix.
Section III. I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme

9. Give a brief account of:—

(*a*.) The events which led to the Athenian expedition against Syracuse.
(*b*.) The course of that struggle.
(*c*.) Its result and consequences.

10. Write biographical notes on:

(*a*.) Pericles.
(*b*.) Miltiades.
(*c*.) Alcibiades.
(*d*.) Epaminondas.

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English:—

> Assensere omnes; et, quae sibi quisque timebat
> Unius in miseri exitium conversa tulere.
> Jamque dies infanda aderat: mihi sacra parari,
> Et salsae fruges, et circum tempora vittae.
> Eripui (fateor) leto me, et vincula rupi;
> Limosoque lacu per noctem obscurus in ulvâ
> Delitui, dum vela darent, si forte dedissent.
> Nec mihi jam patriam antiquam spes ulla videndi
> Nec dulces natos exoptatumque parentem;
> Quos illi fors ad poenas ob nostra reposcent
> Effugia, et culpam hanc miserorum morte piabunt.
> Quod te, per superos et conscia numina veri,
> Per, si qua est, quae restet adhuc mortalibus usquam,
> Intemerata fides, oro, miserere laborum
> Tantorum, miserere animi non digna ferentis.

Parse assensere, delitui, miserere.
Scan line 13 of the passage.
Explain the construction of parari.
What epithets does Virgil give to Ulysses and Helen respectively?

2. Translate into English:—

Angebatur ferox Tullia nihil materiae in viro neque ad cupiditatem neque ad audaciam esse; tota in alterum aversa Tarquinium eum mirari, eum virum dicere ac regio sanguine ortum; spernere sororem, quod virum nacta muliebri cessaret audacia. Contrahit celeriter similitudo eos, ut fere fit malum malo aptissimum; sed initium turbandi omnia a femina ortum est. Ea secretis viri alieni adsuefacta sermonibus nullis verborum contumeliis parcere de viro ad fratrem, de sorore ad virum ; et se rectius viduam et illum caelibem futurum fuisse contendere quam cum impari iungi, ut elanguescendum aliena ignavia esset.

Parse nacta, caelibem.

SECTION B.

3. Translate into English the following passages from the prescribed portion of Caesar :—

Dum ea conquiruntur et conferuntur, nocte intermissâ, circiter hominum millia sex ejus pagi qui Verbigenus appellatur, sive timore perterriti ne armis traditis supplicio adficerentur, sive spe salutis inducti, quod in tantâ multitudine dedicitiorum, suam fugam aut occultari aut omnino ignorari posse existimarent, primâ nocte e castris Helvetiorum egressi ad Rhenum finesque Germanorum contenderunt.

Caesar, quod neque colloquium interpositâ causâ tolli volebat, neque salutem suam Gallorum equitatui committere audebat, commodissimum esse statuit, omnibus equis Gallis equitibus detractis, eo legionarios milites legionis decimae, cui quam maxime confidebat, imponere ut proesidium amicissimum, si quid opus facto, esset, haberet.

Re nuntiatâ ad suos quae imperaret facere dixerunt.

Explain the terms supplicatio, pila intercepta, dedicitii.

4. Give a brief account of the struggle between the *plebs* and the *patres*, mentioning each incident in order.

5. Describe the origin, course, and result of the War with Pyrrhus.

6. Write brief biographical notices on :—

I. Julius Caesar ;
II. Marc Antony.

7. Explain (*a*) the Roman Calendar ; or, (β) the idioms relating to the writing of letters in Latin.

8. Distinguish between :—

(*a.*) cur non and quidni ;
(*b.*) vereor ne and vereor ut ;
(*c.*) nisi and si non.

9. Frame sentences showing—

(*a.*) The dative depending on an adjective ;
(*b*) The accusative following an intransitive verb ;
(*c.*) The dative usually termed ethical ;
(*d.*) The ablative of the adjective denoting price.

SECTION C.

10. Translate into Latin :—

"Have your way," Sabinus says, "if you wish it so," speaking in a rather loud tone, so that a large part of the soldiery heard him, "for I am not the one of you who would most be terrified by the danger of death; these men will be prudent, and will demand an account from you if anything untoward occurs ; these men who, if you allowed them, would in a day or two join with the next camp and take the common chance of war along with the rest, not perish by famine or sword far away from the others."

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Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A^{1} Papers.
Old Programme.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Daly, District Inspector.

Section A.

1. Translate into English:—

Les bœufs mugissants et les brebis bêlantes venaient en foule, quittant les gros pâturages, et ne pouvant trouver assez d'étables pour être mis à couvert. C'était, de toutes parts des cris confus de gens qui se poussaient les uns les autres, qui ne pouvaient s'entendre, qui prenaient dans ce trouble un inconnu pour leur ami et qui couraient sans savoir où tendaient leurs pas. Mais les principaux de la ville, se croyant plus sages que les autres s'imaginaient que Mentor était un imposteur qui avait fait une fausse prédiction.—*Télémaque.*

2. Translate into English:—

Un ânier, son sceptre à la main
Menait en empereur romain,
Deux coursiers à longues oreilles.
L'un, d'éponges chargé, marchait comme un courrier;
Et l'autre, se faisant prier,
Portait, comme on dit, les bouteilles:
Sa charge était de sel. Nos gaillards pèlerins,
Par monts, par vaux, et par chemins,
Au gué d'une rivière à la fin arrivèrent,
Et fort empêchés se trouvèrent.—*La Fontaine*

3. Translate into English:—

Jéhu laisse d'Achab l'affreuse fille en paix,
Suit des rois d'Israël les profanes exemples,
Du vil dieu de l'Égypte a conservé les temples;
Jéhu, sur les hauts lieux enfin osant offrir
Un téméraire encens que Dieu ne peut souffrir,
N'a pour servir sa cause et venger ses injures
Ni le cœur assez droit, ni les mains assez pures.
Non, non; c'est à Dieu seul qu'il nous faut attacher.
Montrons Éliacin: et, loin de le cacher,
Que du bandeau royal sa tête soit ornée.—*Athalie.*

Section B.

4. Translate into French:—

For once the chiefs of all parties were agreed. A public funeral, a public monument were eagerly voted. The debts of the deceased were paid. A provision was made for his family. The City of London requested that the remains of the great man whom she had so long loved and honoured might rest under the dome of her magnificent cathedral. But the petition came too late.

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Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

5. Express in French—

(*a.*) I have asked your brother for this book.
(*b.*) I have hurt my hand.
(*c.*) The mine is more than four hundred feet deep.
(*d*) He went as far as Africa.
(*e.*) My watch is a quarter of an hour fast.

Section C.

6. Enumerate, with examples, the different uses of (*a*) tout, and (*b*) quelque.

7. Give the second person plural present indicative of :—redire, dédire, maudire, and the present subjunctive of mourir and joindre.

8. Distinguish between mourir and se mourir, plaindre and se plaindre, résolu and résous, cru and crû, repartir and répartir.

9. Give, with meanings, four adverbs of place, four of time, and two of quantity.

10. Point out the mistakes in :—

(*a.*) Nous n'avons pas des verres.
(*b*·) J'obéis mes parents.
(*c.*) Êtes-vous travaillant?
(*d*) Le livre j'aime est là.
(*e.*) Donnez-me les.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. Moran, Head Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate the following into Irish :—

We spent the night in a small village, which we barricaded, and we posted a number of sentries (twenty to forty), who were always on the alert. The natives came howling around our camp at night, but did not attack us. We had marched about four miles, the progress through the forest being necessarily very tedious.

2. Translate into Irish :—

That hot stuff called lava, which streams down, sometimes buries whole towns and villages. See how all the people are leaving their houses and running away, and we must run away too, or it will burn our feet. The name of this mountain is Vesuvius.

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Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

SECTION B.

3. Translate the following into English :—

Ó Áṫ-cliaṫ Meaḋruiḋe go h-Oilioċ Néid, cuid Ḟeargna, aṁail a deir Euċaiḋ O Floinn 's na rannaiḃse; agus fá h-é ard-ollaṁ Éirionn re filiḋioċt é 'n a aimsir:—

Ceaṫrar mac ba gnioḃġa glór
Do ṗríoṁ-ċloinn ag Parṫolón,
Do ġaḃ le céile fa seól
Treaḃa Éirionn gan aiṫċeoḋ.

4. Translate into English :—

A duḃradarsan gur naiṁde ḋosan iad féin, agus go raḃadar a n-aiṫreaċa ag marḃaḋ Chuṁaill ṁic Thréunṁóir Uí Bhaoisgne a g-caṫ Chnuċa, "agus do ṫuitiodar féin san ngníoṁ sin, agus is ag iarraiḋ síoṫċána ortsa ṫángamar don ċor so." "Cionnus ḃáḃar féin an uair do marḃaḋ bar n-aiṫreaċa?" ar Fionn.

5. Translate into English :—

Aċt ċeana, do ḃí Briotán Maol mac Fearġusa Leiṫdeirg ṁic Neiṁioḋ, agus a long, ag áitiuġaḋ ṫuaisceirt na h-Alban go n-deaċadar Cruiṫniġ, eadon, Picti, a h-Éirinn d' áitiuġaḋ Alban a n-aimsir Eiriomóin. A deir Cormac naoṁṫa ṁac Cuilionáin na Psaltair, gur ab ó Bhriotán ġoirṫior Brittania don oilén da n-goirṫior Breatain Mhór aniú.

6. Translate into English :—

"Do b'olc mo ċor dá ċóiṁeud," ar Diarmuid, "dá n-diongnainn mar a deirṫíse, óir atá ar ċoimeirc mo ġoile agus mo ġaisge corp agus anam Dhiarmuda; agus ar an aḋḃar sin ní dén feall air." "An fíor sin?" ar siad. "Is fíor go deiṁin," ar Diarmuid.

SECTION C.

7. Parse the underlined words in Question 4.

8. Give a short account of the idiomatic uses of the preposition air with the verb do ḃeiṫ.

9. Name and give the meaning of any prefixes or affixes that occur in the following words :—

óinseaċ, a foolish girl or woman.
buige, softness.
duilleaḃar, foliage.
éagcóir, injustice.
aṫċumaḋ, destroy or deform.

10. Give the second person singular Imperative Mood, the Infinitive Mood, and the first person singular of the several tenses in the Indicative Mood, Active voice, of the verb deirim, 'I say.'

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Appendix,

Section III, I.

Examination Questions.

Male Teachers

A¹ Papers.

Old Programme.

REASONING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

1. What is the logical nature of the argument called Dilemma?
Give an example of a Destructive Dilemma, and of one partly Constructive and partly Destructive.

2. Convert the proposition :—

" He jests at scars who never felt a wound."

3. Prove from the " Rules of Syllogism " that the number of universal terms in the premises of a valid syllogism cannot exceed the number of universal terms in the conclusion by more than two.

4. Give the special rules of the Sorites, and prove them.

5. In what Figures are IEO and EIO valid? Give reasons for your answer.

6. If the study of Logic furnished the mind with a multitude of useful facts, like the study of other sciences, it would deserve cultivation; but it does not furnish the mind with a multitude of useful facts; therefore it does not deserve cultivation.

Ascertain whether this is a valid or fallacious argument. State it in the categorical form, and criticise it.

7. Mention some of the errors that are liable to arise—

(*a.*) from the use of analogical words; and
(*b.*) from ellipsis.

8. Explain the following Rules of Division :—

(*a.*) The Members must be " contradistinguished."
(*b.*) A Division should not be arbitrary.
(*c.*) A Division should be clearly arranged as to its Members.

9. By what logical processes are the following changes in a proposition made :—

(*a.*) Change of quantity and order of terms.
(*b.*) Change of quantity only.
(*c.*) Change of quantity and quality.
(*d.*) Change of quality only.

10. Any books conveying important truths without error deserve attention; but as such books are few, it is plain that few books do deserve attention.

Carefully distinguish the truth and fallacy in this argument.

For Dictation see page 130.

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Appendix
Section III., II.
Examination Questions.
Male Teachers.
A² Papers
Old Programme.

II.—QUESTIONS set to Male Candidates for Second Division of First Class.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. MACMILLAN (Senior), District Inspector.

1. What are the educational and what the ethical objections to copying and prompting? How would you prevent these practices?

2. Write notes of a lesson introducing a class to simple division as a particular case of subtraction. How should a number of the earliest division sums be proved?

3. What are the powers of the manager and what the rights of the parents in regard to having religious instruction in the school?

4. Describe fully the structure and arrangement of dual desks. Give your opinion of these desks, and the grounds on which you base your opinion.

5. What knowledge of syntax is required in the results programme? Show how you would proceed to establish the principles of syntax; and exemplify the teaching of some of its most important applications by reference to the conjunction and the relative pronoun.

6. Write out heads (*a*) and (*b*) of the course in geography for Classes V¹ and V². Describe four suitable home exercises under (*a*), and four (for each class) under head (*b*.)

7. What is meant by "Association of Ideas"? In view of the association of ideas, is it of any importance finally whether in connexion with lessons you *attract* attention or *secure it by coercion?*

8. Draw up a time table for a school of 120 pupils having two male teachers, one female teacher, and two monitors. There are two class-rooms; and needlework, agriculture, algebra, and geometry are taught during ordinary school hours, which are for secular work from 10 to 3 o'clock. Give such explanatory notes as you think needful.

9. What are the elements of an act of memory? Mention conditions favourable to its performance.

10. With honest scorn the first famed Cato viewed
Rome learning arts from Greece, whom she subdued.

Your scene precariously subsists too long
On French translations and Italian song.

Dare to have sense yourselves; assert the stage,
Be justly warmed with your own native rage.

Write questions and comments to bring out clearly the meaning and force of these lines.

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Appendix.

Section III, II.

Examination Questions.

Male Teachers.

A^2 Papers.

Old Programme.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Blest be the gracious power, who taught mankind
To stamp a lasting image of the mind !
Beasts may convey, and tuneful birds may sing,
Their mutual feelings, in the opening spring ;
But man alone has skill and power to send
The heart's warm dictates to the distant friend ;
'Tis his alone to please, instruct, advise
Ages remote, and nations yet to rise.

Crabbe.

The following is the form of a cheque drawn on the Royal Bank of Ireland :—

"Dublin, 1st January, 1867,
Royal Bank of Ireland.

Pay John Smith, or Bearer, Ten Pounds Ten Shillings.—£10 10*s.*
John Doe."

This cheque should have a penny stamp, but a postage stamp will not answer. John Doe is called the drawer of the cheque. The bank pays the money to the bearer, that is, to the person who presents it, and charges the amount to the account of the drawer, who thereupon has so much less money standing to his credit at the bank.

For Dictation see page 130.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. K. Rich. *They* thus *directed*, we will follow
In the main battle, whose puissance on either side
Shall be well winged with our chiefest horse.
This, and *Saint George to boot.* What think'st thou, Norfolk ?
Norfolk. A good *direction*, warlike sovereign.
This found I on my tent this morning.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A² Papers.
Old Programme.

K. Rich. "Jockey of Norfolk, be not so bold,
For Dickon thy master is bought and sold."
A thing devised by the enemy.
Go, Gentlemen, every *man* unto his charge:
Let not our babbling dreams *affright* our souls:
Conscience is *but* a word that cowards use,
Devised at first to keep the strong in awe:
Our strong arms *be* our conscience, swords our *law*.
March on, join bravely, *let us to't pell-mell*;
If not to heaven, then *hand in hand* to hell.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Draw out a general and a particular analysis of the following sentence:—

The readiest way to make the wench amends
It is to become her husband and her father,
The which will I, not all so much for love
As for another secret close intent
By marrying her which I must reach unto.

3. Illustrate the inconsistencies of the English alphabet by the various sounds attached to the vowel *a*, the diphthong *ea*, the consonant *c*.

4. Write the following words in a column:—*Baldwin*, *Albert*, *buxom*, *seafaring*, *sheriff*, *dismay*, *satchel*, *florist*, *sluggard*, *sempstress*, *dialogue*, *commensurate*; and, in a second column, give, opposite each word, the root from which it is derived; and, in third and fourth columns, the prefixes and affixes (if any). The meanings of the roots, prefixes, and affixes to be given.

5. When are the logical subject and predicate of a proposition identical with the grammatical, and when are they not so?

6. Frame sentences to illustrate the various parts of speech to which each of the following words can be at different times assigned:—*both*, *with*, *however*, *no*, *save*, *much*. After each sentence specify the part of speech employed.

7. Correct (giving your reasons) or justify the following expressions:—

(*a*.) One of the greatest books that has ever been written.
(*b*.) For he whom royal eyes disown.
When was his form to courtiers known?
(*c*.) A few hours of intercourse is enough for forming a judgment in the case.
(*d*.) The boats were drawn ashore, having first taken out the cargo.

8. Mark the accented syllables in each of the following lines, and give in full the technical term for each measure:—

(*a*.) While before the rising gales.
(*b*.) Sweet vale of Avoca how calm could I rest.
(*c*.) And thrice he routed all his foes and thrice he slew the slain.
(*d*.) Fighting still and still destroying.

9. (*a*.) Define or describe an idiom. (*b*.) "Idioms may be divided into two classes." Distinguish these classes, and give two examples of each.

Appendix. Section III., II. Examination Questions. *Male Teachers.* A² Papers. Old Programme.

10. Write notes on the grammatical construction of the italicised words in the following sentences :—

(*a.*) *Him listed* ease his battle steed.
(*b.*) '*Twere long* to tell what steeds gave o'er.
(*c.*) You have done *that* you should be sorry for.
(*d.*) If *that* thou *be'st* a Roman.

GEOGRAPHY.—60 Marks

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw an outline map of the coast of Europe from the north of Denmark to the Strait of Gibraltar, indicating the positions of the principal river-mouths and capes.

2. On a skeleton map of South America complete the boundaries of the countries, giving their names, and mark the courses of the rivers Orinoco, Amazon, and the Rio de la Plata.

3. How is longitude found by observing the eclipses of Jupiter's satellites? Illustrate by an example.

4. Describe the river and lake systems of Africa, with special reference to the origin of the Nile and of the Niger.

5. (*a.*) What are the chief towns of Bohemia? (*b.*) Describe the mountain system which encircles it.

6. Give an account of the Empire of Japan, under the following heads —position, population, government, religion, and state of civilization.

7. Give an account of (*a*) the Fens; (*b*) the Military Frontier of the Hungarian Kingdom; (*c*) the Sea of Sargasso.

8. From what countries are the following commodities exported:— palm-oil, cochineal, sandal-wood, tar, arrowroot, cinnamon?

9. Give an account of the trade-winds, their cause, the directions in which they blow, and the influences which determine the latter.

10. Describe Tibet under the following heads :—(*a*) physical features; (*b*) divisions; (*c*) chief towns; (*d*) resources.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. Multiply 6*t*708*e* by 49*e*8*t* in the scale of 12; and extract the square root of the product to one decimal place.

2. If the *present worth* of a certain sum for a given time and rate be £6,400, and if the *amount* of the same sum for the same time and rate be £10,424 8*s.* 2·4*d.*, find the sum.

Appendix,
Section III.,
II.
Examination Questions.
Male Teachers.
A^2 Papers.
Old Programme.

3. Given the mantissæ of the logarithms of the following numbers :—2289, 343, 1092, 854, 855677 to be ·3596458, ·5352941, ·0382226, ·9314579, and ·9323102 respectively ; find the value of—

$$\sqrt{2{\cdot}289 \times {\cdot}343 \times 1092 \times 854}.$$

4. Express—

$$\frac{\frac{1}{2}+\frac{1}{3}+\frac{1}{4}}{\frac{1}{2\frac{1}{2}}+\frac{1}{3\frac{1}{2}}+\frac{1}{4\frac{1}{2}}}$$

as a continued fraction.

5. The true simple discount on a certain sum for 10 years is one-half the simple interest. At what rate per cent. is the yearly interest reckoned ?

6. If I owe £403 17*s.* 8*d.* to be paid in 4 months' time, and I pay £150 10*s.* now, what extension of time ought to be allowed me for the payment of the remainder, reckoning money to be worth 5 per cent. per annum simple interest ?

7. A can reap a field in 20 days and B in 16 days. A works a certain time and is then joined by B, the work being finished in 10½ days. How long did they work together ?

8. To turn lbs. avoirdupois into kilograms multiply them by ·45362 ; to turn lbs. troy into avoirdupois multiply them by ·82286. Calculate the multiplier to turn grammes into oz. troy. (1,000 grammes = 1 kilogram.)

9. A person invests £14,970 in the purchase of 3 per cents. at 90 and 3½ per cents. at 97. His total income being £500, how much of each *stock* did he buy ?

10. What is meant by a harmonic series ? Write out 10 terms of such a series, and state and prove the law which holds between any term and its two adjacent terms.

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are of equal value, eight marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. Assign dates to the following events :—
   - (*a.*) The Deluge ;
   - (*b.*) Destruction of the Roman empire of the West;
   - (*c.*) Capture of Alexandria by the Saracens ;
   - (*d.*) Destruction of Troy.

2. (*a.*) Omitting the battle of Waterloo, name four battles in which the English in conflict with the French were victorious ; and (*b.*) give the date in each case.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A² Papers.
Old Programme.

3. State what you know of the following:—

(*a.*) Cadmus;
(*b.*) Necho;
(*c.*) Sesostris;
(*d.*) Crœsus.

4. How do you account for the influence possessed by the House of Austria in the Germanic Confederation previous to 1806?

5. How did Spain acquire possession of the Netherlands? State when, and how it lost these provinces.

6. Refer events to the following dates:—

(*a.*) A.D. 1579;
(*b.*) A.D. 1610;
(*c.*) A.D. 1812;
(*d.*) A.D. 1847.

7. Assign dates to the following events:—

(*a*) Peace of Tilsit;
(*b.*) Peace of Utrecht;
(*c.*) Peace of Villafranca;
(*d.*) Congress of Vienna.

8. Give the date of the accession, and of the termination of the reign of each of the following English sovereigns:—

(*a.*) Edward IV.;
(*b.*) Richard I.;
(*c.*) Charles II.;
(*d.*) Stephen.

9. State the principal clauses of Magna Charta bearing on the relation of the great body of feudatories (*a*) to the Crown, and (*b*) to their own sub-tenants.

10. (*a.*) How did France obtain possession of Alsace? (*b.*) To whom does this province now belong?

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. Narrate briefly, but clearly, the action of the play in Act IV. of Richard III.

2. Paraphrase the following, state the context in which it occurs, and quote the query to which it was a reply:—

> "Marry, my lord, lest by a multitude
> The new heal'd wound of malice should break out;
> Which would be so much the more dangerous,
> By how much the State is green and yet ungovern'd:
> When every horse bears his commanding rein,
> And may direct his course as please himself,
> As well the fear of harm, as harm apparent,
> In my opinion, ought to be prevented."

Appendix.
Section III. II
Examination Questions.
Male Teachers.
A^2 Papers.
Old Programme.

3. Explain the expressions which are italicised in the following extracts, and say in what connexion each occurs :—

(*a*.) Their woes are *parcell'd*.
(*b*.) To give your *censures* in this weighty business.
(*c*.) I'll *sort* occasion.
(*d*.) Tyranny begins to *jet*.
(*e*.) *Vain flourish of my fortune.*
(*f*.) A beggarly *denier*.

4. "How, my pretty York? I pray thee let me hear it." Who is the speaker here? Quote York's reply.

5. Complete the context and comment upon any terms requiring elucidation in the following :—

(*a*.) "O Buckingham, now do I play the touch."
(*b*.) "To-morrow are let blood at Pomfret."
(*c*.) "Incapable and shallow innocents."
(*d*.) "Bad news, my lord! Ely is fled to Richmond."
(*e*.) "O thou well skill'd in curses, stay awhile."

6. Write out the first six lines of Richmond's address to his companions in arms, beginning—

"Fellows in arms and my most loving friends."

7. What is the meaning of the following expressions, and by whom were they used?—

(*a*.) Tell the clock there.
(*b*.) Windy attorneys to their client woes.
(*c*.) The flattering index of a direful pageant.
(*d*.) It stands me much upon.
(*e*.) I have a touch of your condition.
(*f*.) I told the pursuivant.

8. *Q. Eliz.*: "The king! Why, who's that?"
What led to this remark, and what reply did it elicit?

9. "O Margaret, Margaret, now thy heavy curse
Is lighted on poor Hastings' wretched head."

Narrate the circumstances under which the curse referred to was uttered.

10. What was the taunt to which allusion is made in the following?—

Buck.: "To mitigate the scorn he gives his uncle,
He prettily and aptly taunts himself."

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Strong, Head Inspector.
Mr. M'Neill, District Inspector.

1. The future of South Africa.
2. Capital punishment.

Appendix.

Section III., II.

Examination Questions.

Male Teachers.

A² Papers.

Old Programme.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed in the case of the questions in Geometry.

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. The external bisector of the vertical angle of a triangle divides the base produced into segments which are proportional to the sides. Prove this, and hence find the locus of the vertex of a triangle, given the base and ratio of the sides.

2. If four lines, A, B, C, and D, be proportional, prove by means of concyclic points that rectangle AD = rectangle BC. Prove also, that if a circle passes through an angle A of a parallelogram and intersects the sides AB and AD produced in E and G, and the diagonal AC produced in F, $AB \cdot AE + AD \cdot AG = AC \cdot AF$.

3. Given the difference of two lines equal to R, and their rectangle equal to $4\ R^2$; find the lines. Find the two lines also when you are given their sum and the difference of their squares.

4. Similar triangles are to one another as the squares on their homologous sides. Prove; and show that if two triangles be homothetic, the lines joining corresponding angular points are concurrent.

5. Prove by means of consecutive points that the tangent to a circle is perpendicular to the radius; and find the locus of the centres of a series of circles which touch two given lines.

6. The opposite angles of a quadrilateral inscribed in a circle are equal to two right angles. Prove this; and show that the perpendiculars on the sides of a triangle from the opposite angles intersect in a point.

7. Construct an isosceles triangle having each of the angles at the base double of the vertical angle; and prove that if CA, CD, and DE are consecutive sides of a regular decagon inscribed in a circle AE — AC is equal to the radius of the circle.

8. If in a right-angled triangle the square on one side be equal to the rectangle under the hypotenuse and the other side, prove that the hypotenuse is cut in extreme and mean ratio by the perpendicular on it from the right angle; and point out another case of extreme and mean ratio in the intersection of the diagonals of a regular pentagon.

9. The interior of a tumbler is in the form of a frustum of a cone, and 5 inches in depth, the top diameter being 4 inches, and the bottom diameter 3 inches. The bottom is convex inside, and of the form of a segment of a sphere, the height of the segment being half an inch. What volume of water will the tumbler contain?

10. A strip of paper $\frac{1}{100}$ of an inch thick and a mile long is rolled into a solid cylinder. Find the diameter of the cylinder.

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Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. If

$$x + y = a,$$
$$xy = b^2.$$

Find, in terms of a and b, the value of $x^5 + y^b$.

2. Solve the equations:—

$$x + y + \sqrt{xy} = 9\tfrac{1}{2};$$
$$x^2 + y^2 + xy = 33\tfrac{1}{4}.$$

3. If the p^{th}, q^{th}, r^{th} terms of an Arithmetical Progression are P, Q, R, then $P(q-r) + Q(r-p) + R(p-q) = 0$.

4. Given $1 - 2ax + x^2 = 0$; express $\dfrac{x^2}{1 + x^4}$ in terms of a.

5. Show that—

$$\frac{(a^2-b^2)^3 + (b^2 - c^2)^3 + (c^2 - a^2)^3}{(a-b)^3 + (b-)c^3 + (c-a)^3} = (a+b)\,(b+c)\,(c+a)$$

6. Supposing a, b, and c to be unequal, prove that $a^2 + b^2 + c^2$ is greater than $ab + bc + ca$ for all real values of a, b, c.

7. If $\frac{1}{a}$, $\frac{1}{b}$, $\frac{1}{c}$ are in Arithmetical Progression, show that—

$$\frac{1}{b-c} + \frac{4}{c-a} + \frac{1}{a-b} = \frac{1}{c} - \frac{1}{a}.$$

8. Show that if $x + y + z = xyz$, then—

$$1 + \sqrt{(1+x^2)\,(1+y^2)\,(1+z^2)} = xy + yz + zx.$$

9. If α and β are the roots of the equation $ax^2 + bx + c = 0$, find, in terms of a, b, and c, the value of the sum of $\alpha^2 + \beta^2$ and $\dfrac{1}{\alpha^2} + \dfrac{1}{\beta^2}$, and also of the product of $\alpha^2 + \beta^2$ and $\dfrac{1}{\alpha^2} + \dfrac{1}{\beta^2}$.

10. A and B have a joint stock of £2,000 invested in a business. After 12 months A withdraws his capital and profit, amounting in all to £1,040, and, 5 months after A had ceased to be his partner, B withdraws his capital and profit, amounting in all to £1,710. Find the original shares of A and B, and the rate of profit, which is supposed to be uniform throughout.

Appendix.

Section III., II.

Examination Questions.

Male Teachers.

A² Papers.

Old Programme.

PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. M'CLINTOCK, District Inspector.

1. The bisector of the vertical angle C of a triangle ABC meets the base AB in D. If AD$=m$ and BD$=n$, prove that—

$$\sin ABC = \frac{m \sin C}{(m^2+n^2-2mn\cos C)^{\frac{1}{2}}}.$$

2. Prove that—

(*a.*) $\sin^2 A \tan A + \cos^2 A \cot A + 2\sin A \cos A = \tan A + \cot A.$

(*b.*) $\sin 2A = \dfrac{2\tan A}{1+\tan^2 A}.$

3. Show that in any triangle ABC—

$$a^2 \sin A \sin(B-C) + b^2 \sin B \sin(C-A) + c^2 \sin C \sin(A-B) = 0.$$

4. Find a general expression for all angles which have a given cosecant.

5. In a triangle ABC, $a=18$, $b=2$, $C=55°$; find A and B, having given—

$$\log 2 = \cdot3010300\,;\ \log\tan 62° 30' = 10\cdot2835233\,;$$
$$\log\tan 56° 56' = 10\cdot1863769\,;\ \text{diff. for } 1' = 2765.$$

6. Assuming the ordinary expressions for the sine and cosine of the sum and difference of two angles, prove—

$$1°.\ \frac{\sin A + \sin B}{\sin A - \sin B} = \frac{\tan\frac{1}{2}(A+B)}{\tan\frac{1}{2}(A-B)}.$$

$$2°.\ \cot A - \tan A = 2\cot 2A.$$

7. If $A+B+C=\pi$, show that—

$$\cos\frac{A}{2} + \cos\frac{B}{2} + \frac{\cos C}{2} =$$

$$4\cos\left(45-\frac{A}{4}\right)\cos\left(45-\frac{B}{4}\right)\cos\left(45-\frac{C}{4}\right).$$

8. A tower 60 feet high is divided into two parts by a line at a height of 25 feet from the ground. Find at what horizontal distance from the base the two parts subtend equal angles.

9. In any triangle, given $a^2 = b^2 + c^2 - 2bc\cos A$, find an expression for—

1°. $\cot\frac{1}{2}A$ in terms of the sides.
2°. $\sin A$ in terms of the sides.

10. If r be the radius of the inscribed circle of the triangle ABC prove that—

$$r\cot\frac{A}{2}\cot\frac{B}{2}\cot\frac{C}{2} = \tfrac{1}{2}(a+b+c).$$

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Appendix.
Section III. II.
Examination Questions.
Male Teachers.
A^2 Papers.
Old Programme.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Ross, District Inspector.

1. Show clearly, using a diagram, how the coefficient of friction for two bodies may be determined by means of an apparatus consisting of an inclined plane whose inclination may be varied at will.

Give such equations as you may deem necessary in elucidation of your answer.

2. ABCD is a square lamina. AC and BD, its diagonals, intersect at O. The triangle AOB is cut away and then placed on the remainder of the lamina so as to coincide with the triangle DOC with AB resting on DC. Find the centre of gravity of the lamina under this new arrangement of its parts.

3. Prove that forces proportional to the sides of any plane polygon acting perpendicularly to those sides at their middle points will equilibriate.

4. Two perfectly smooth tubes of unequal lengths l_1 and l_2 are held making the same angle α with the horizontal plane, and a heavy particle is allowed to slide down each of these tubes; taking l_1 as the longer, find the interval between the starting of the particles so that both may emerge from the tubes at the same instant.

5. Forces P, P + Q, and P—Q act on a particle, and the angle between each pair is 120°. Find the direction and magnitude of the resultant.

6. Prove that if the directions of two forces meet in a point, the algebraic sum of the moments of the forces round any point in their plane is equal to the moment of their resultant round the same point.

7. A smooth plane has an inclination to the horizon of 45°, and the length of its base is 100 feet. With what velocity must a particle be projected up this plane from the base so as just to reach the top?

8. Divide the base BC of a triangle ABC into two segments BD, DC, so that BD = 2DC and join AD. Prove that if forces represented in magnitude and direction by AB and 2AC act on a particle at A their resultant will be represented in direction by AD and in magnitude by 3AD.

9. A uniform isosceles triangular lamina is such that when it is suspended successively from the angular points of the base the two positions of the base are found to be at right angles; find the ratio of the base to the altitude.

10. If the velocity of projection be given, find the angle that gives the greatest range of a projectile on a horizontal plane through the origin.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A^2 Papers
Old Programme.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Dr. Skeffington, District Inspector.

1. Describe the mode of finding by means of Nicholson's Hydrometer the specific gravity of (*a*) a solid, (*b*) a liquid.

2. (*a*.) Point out the hydrostatic principle of Bramah's press, and (*b*.) show that it is also an example of the principle of *work*. (*c*.) If the pistons are an inch and a foot radius respectively, find the mechanical advantage.

3. Obtain a formula for the degree of exhaustion of an air-pump.

4. A barometer tube has 1 square inch section, the mercury stands at 30 inches; the length of the vacuum is 5 inches; find how much the mercury would be depressed by half a cubic inch of air introduced into the tube.

5. (*a*.) Describe the phenomena of the capillarity of small tubes of glass in water *or* in mercury. (*b*.) Account for *either* set of appearances.

6. Describe the Hydraulic Ram, and explain its action. Illustrate your answer by a diagram.

7. Find the lifting power of a balloon filled with coal gas from the following data:—Volume of balloon = 100 cubic metres, weight of balloon and car = 60 kilogrammes, litre of coal gas weighs 0·193 grammes, litre of air weighs 1·293 grammes.

8. The specific gravity of ice is 0·918, and of sea water 1·03; what is the total volume of an iceberg which floats with 700 cubic yards above water?

9. What weight of lead (specific gravity 11·3) will just sink in water a cubic foot of cork (specific gravity 0·25)?

(A cubic foot of water weighs 1,000 ounces.)

10. Describe the action of a Sprengel air-pump.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Dr. Skeffington, District Inspector.

1. A weight thermometer, which contains a kilogramme of mercury at 0° C., is placed in an oil bath, when 20 grammes of mercury are expelled. Find the temperature of the bath, the coefficient of apparent expansion of mercury being 0·000155.

2. One pound of steam at 100° C., passed into 15 lbs. of water at 0° C., raised the temperature of the water to 40° C.; calculate the latent heat of steam.

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Appendix.

Section III., II

Examination Questions.

Male Teachers.

A° Papers.

Old Programme.

3. The wall of a room is 20 cm. thick, and is built of stone of 0·008 thermal conductivity; when the temperature inside the room is 18° and outside the room 2°, how much heat passes per hour across each square metre of wall?

4. A cubic foot of air is heated from 0° C. to 273 C°, under 30 in. barometer: (*a.*) How many foot pounds of work are done in the expansion? (*b.*) What is the heat equivalent of this work? (Take 30 in. mercury$=14\frac{3}{4}$ lbs.)

5. Give Watt's threefold improvements on Newcomen's engine, and show their advantages.

6. Explain how the motion of the steam engine is reversed. Illustrate your answer by a diagram.

7. Show how the useful work of an engine is measured by Prony's friction brake, giving a sketch.

8. (*a.*) What is meant by the hygrometric state of the atmosphere, and how is it determined? (*b.*) The temperature of the air is 20° C. and the dew point 12° C.; find the hygrometric state. (Tension of aqueous vapour at 20° C. = 17·391, at 12° C. = 10·457.)

9. (*a.*) Describe the phenomena of the spheroidal state of liquids. (*b.*) Give the explanation and some applications.

10. (*a*) Describe Favre and Silbermann's calorimeter. (*b.*) Show how specific heat of liquids is obtained by it.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Headen, District Inspector.

1 In concave mirrors $f=\frac{r}{2}$. Explain and prove this formula. A pencil of rays diverges from a point $3\frac{1}{2}$ feet in front of a concave mirror $7\frac{7}{23}$ inches radius. Find the position of the conjugate focus.

2. Explain the method of finding the velocity of sound by producing the fundamental note of a closed pipe. What is Doppler's principle, and how is it accounted for?

3. Describe, by aid of a diagram, the construction of the ordinary opera glass, showing how the image is formed.

4 Given the radii of curvature of both faces of a double convex lens, and the index of refraction of the substance of the lens, determine the formula for finding the focal distance.

5. Enunciate the laws of vibration of pipes (*a*) open, and (*b*) closed. Describe an experiment by which the existence of nodes and loops in a sounding pipe may be shown.

6. Distinguish between *real* and *virtual* images, and mention all the cases in which the images formed by lenses and spherical mirrors are (1) real, and (2) virtual, illustrating your statement in any one case by aid of a diagram.

7. The diameters of two wires of the same length and material are ·0015 and ·0038 metres, and their stretching weights 400 and 1,600 grammes respectively. Required, the ratio of the numbers of their vibrations. Explain your work.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A² Papers.
Old Programme.

8. Define *total reflection* and *critical angle*. Explain, by aid of a diagram, the phenomenon known as the mirage.

9. Show by a diagram the manner in which a circular plate clamped at the edge divides itself when caused to vibrate. Explain fully how you would conduct the experiment.

10. Explain how binocular vision helps us to determine the solidity and distance of an object. Describe, by aid of a diagram, the principle of the stereoscope.

MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. When is a needle astatic? And what is an astatic system?

2. Explain why the action of the earth on a magnetic needle is directive only.

3. Describe, and illustrate by an example, the determination of the strength of a magnet by the method of oscillations.

4. State the laws of electrical attraction and repulsion, and define the *unit quantity of electricity*.

5. Describe the structure and action of the *Leyden Jar*.

6. What theories were proposed by Franklin and Symmer, respectively, to account for the phenomena of electricity?

7. Describe a *constant battery*, and state what is the essential point to be attended to in order to secure a constant current.

8. What arrangement is made for the analysis of water by means of an electric current?

9. What are the three essential parts of every electric telegraph? Describe any one of them.

10. Describe the construction of a *Thermo-electric Pile*.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Chambers, District Inspector.

1. Explain, by means of an equation, the methods by which ammonia is usually prepared. How is the composition of this gas ascertained?

2. Define the term allotropism. Describe the allotropic modifications of sulphur.

3. What substances give to water the quality of hardness? How do you distinguish between *temporary* hardness and *permanent* hardness?

4. How is phosphorus manufactured from bone-ash? Give equations to explain the reactions.

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5. Explain how metallic copper is obtained from copper pyrites.

6. Explain the means by which arsenious acid can be converted into arsenic acid. State the antidote for these poisons, and explain how it acts.

7. Describe the methods for converting magnesium sulphate into magnesium carbonate and magnesia.

8. Explain how oxygen is related to ozone. State fully how the presence of ozone is recognised.

9. Describe the method by which bromine has been obtained from sea-water. How is hydrobromic acid prepared from bromine?

10. State the composition and chemical nature of the following substances:—Plaster of Paris; white lead; red lead; fluor-spar; felspar.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Chambers, District Inspector.

1. What are the *two* chief substances into which wheaten flour is resolved by treatment with water? Describe the chief properties of each.

2. Explain fully the influence plants exert on the air that surrounds them.

3. How is humic acid produced in a soil? Explain its uses.

4. What course of treatment favours the production of fat on a full-grown animal?

5. What is the composition of starch? For what purposes does an animal require starch in its food?

6. What is the chief fertilising ingredient of liquid manure? What important difference as manures is there between the urine of pigs and of cattle?

7. Name some substances injurious to plant life frequently met with in soils. How may they be removed or rendered innocuous?

8. What is sub-soil ploughing? Explain its advantages. With what soils should it be adopted?

9. How is caustic soda obtained from carbonate of sodium? For what purpose is carbonate of sodium used by farmers?

10. State the substances principally extracted from the soil (*a*) by the grain of corn crops; (*b*) by turnips and potatoes.

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. M'Clintock, District inspector.

1. The middle points of the sides AB and AC of a spherical triangle ABC are D and E respectively, and P is the pole of the great circle arc DE; show that the angle BPC is double of the angle DPE.

Appendix.
Section III.
II.
Examination Questions.
Male Teachers.
A² Papers.
Old Programme.

2. In a spherical triangle ABC, $A=71° 30$, $B=34° 30'$, $c=50°$, find $a + b$.

Log tan $25° = 9·668672$. Log tan $28° 58' = 9·743156$.
Log cos $53° = 9·902349$. Diff. for $1' = 299$.
Log cos $18° 30' = 9·976957$.

3. Find an expression for the area of a spherical triangle in terms of its angles and the radius of the sphere.

4. In a spherical triangle ABC—

1°. If $b + c = 180°$, prove that $B + C = 180°$.
2°. If $C = b + c = 90°$, prove that $\cos A = \cos^2 a$.

5. 1°. Find by geometrical construction the fundamental formula which expresses the cosine of an angle of a spherical triangle in terms of cosines and sines of the sides.

2°. Hence deduce the formula which expresses the cosine of a side in terms of cosines and sines of angles.

6. In a spherical triangle ABC, $A = 36°$, $B = 60°$, and $C = 90°$; show that $a + b + c = 90°$.

7. In any spherical triangle ABC, prove that—

$$\cos^2\tfrac{1}{2}C = \sin\tfrac{1}{2}(A + B + \phi)\sin\tfrac{1}{2}(A + B - \phi)$$

where ϕ is an angle such that—

$$\sin^2\tfrac{1}{2}\phi = \sin A \sin B \sin^2\tfrac{1}{2}c.$$

8. If the angle C of a spherical triangle be a right angle—

1°. Prove that $\sin b = \sin c \sin B$.
2°. Given $b = 60°$ and $A = 74°$, find the side a.
Log sin $60° = 9·937531$. Log tan $71° 40' = 10·479695$.
Log cot $74° = 9·457496$. Diff. for $1' = 423$.

9. In a spherical triangle given—

1°. Two sides and the included angle;
2°. The three angles;

show how the remaining parts can be found in each case.

10. Assuming the fundamental expression for the cosine of an angle of a spherical triangle in terms of sines and cosines of the sides, find an expression for $\sin\frac{1}{2}A$ and also for $\tan\frac{1}{2}B$ in terms of functions of the sides.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

A, B, or C Papers.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. Give an account of the typical *vegetable cell*, describing its wall and its contents.

2. Define, and distinguish from each other, the processes of absorption, assimilation, transportation, and respiration in plants.

3. Give the characters of the natural order *Caryophyllaceæ*, and name four plants belonging to it, with their common and their scientific names.

4. Write a botanical description of the *Wallflower*.

5. Give the distinctive characters by which the three common species of Buttercup may be distinguished from each other.

6. Refer the following plants to their natural orders, and give their scientific names:—*May-flower*, *Forget-me-not*, *Hawthorn*, *Fool's Parsley*, *Water Mint*.

7. Define *drupe*, *raceme*, *bract*, *rhizome*, *stipule*, with examples.

8. Explain clearly the growth of a root.

9. Mention the different kinds of compound leaves, and give examples of each, with drawings.

10. Explain the terms *hypogynous*, *perigynous*, *epigynous*, *epipetalous*, and *gynandrous*, used to describe the insertion of stamens; and give an example in each case.

GREEK.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English:—

Ἐπεὶ δὲ ὑμεῖς οὐ βούλεσθε συμπορεύεσθαι, ἀνάγκη δή μοι, ἢ ὑμᾶς προδόντα τῇ Κύρου φιλίᾳ χρῆσθαι, ἢ πρὸς ἐκεῖνον ψευσάμενον μεθ' ὑμῶν ἰέναι. Εἰ μὲν δὴ δίκαια ποιήσω, οὐκ οἶδα· αἱρήσομαι δ' οὖν ὑμᾶς, καὶ σὺν ὑμῖν, ὅ τι ἂν δέῃ, πεισομαι. καὶ οὔποτ' ἐρεῖ οὐδείς, ὡς ἐγὼ Ἕλληνας ἀγαγὼν εἰς τοὺς βαρβάρους, προδοὺς τοὺς Ἕλληνας. τὴν τῶν βαρβάρων φιλίαν εἱλόμην. ἀλλὰ ἐπεὶ ὑμεῖς ἐμοὶ οὐκ ἐθέλετε πείθεσθαι, οὐδὲ ἕπεσθαι, ἐγὼ σὺν ὑμῖν ἕψομαι, καί, ὅ τι ἂν δέῃ, πείσομαι. νομίζω γὰρ ὑμᾶς ἐμοὶ εἶναι καὶ πατρίδα καὶ φίλους καὶ συμμάχους, καὶ σὺν ὑμῖν μὲν ἂν εἶναι τίμιος, ὅπου ἂν ὦ· ὑμῶν δ' ἐρημωθεὶς, οὐκ ἂν ἱκανὸς εἶναι οἶμαι, οὔτ' ἂν φίλον ὠφελῆσαι, οὔτ' ἂν ἐχθρὸν ἀλέξασθαι. ὡς ἐμοῦ οὖν ἰόντος, ὅπῃ ἂν καὶ ὑμεῖς, οὕτω τὴν γνωμην ἔχετε.—Xenophon.

2. Translate into English:—

εἰσὶ δέ τινες οἳ πρὶν ἀκοῦσαι τοὺς ὑπὲρ τῶν πραγμάτων λόγους εὐθέως εἰώθασιν ἐρωτᾶν "τί οὖν χρὴ ποιεῖν;" οὐχ ἵνα ἀκούσοντες ποιήσωσι, χρησιμώτατοι γὰρ ἂν ἦσαν ἁπάντων, ἀλλ' ἵνα τοῦ λέγοντος ἀπαλλαγῶσιν. δεῖ δ' ὅμως εἰπεῖν ὅ τι χρὴ ποιεῖν. πρῶτον μέν, ὦ ἄνδρες Ἀθηναῖοι, τοῦτο παρ' ὑμῖν αὐτοῖς βεβαίως γνῶναι, ὅτι τῇ πόλει Φίλιππος πολεμεῖ καὶ τὴν εἰρήνην λέλυκε, καὶ κακόνους μέν ἐστι καὶ ἐχθρὸς ὅλῃ τῇ πόλει κοὶ τῷ τῆς πόλεως ἐδάφει, προςθήσω δὲ καὶ τοῖς ἐν τῇ πόλει θεοῖς, οἵπερ αὐτὸν ἐξολέσειαν, οὐδενὶ μέντοι μᾶλλον ἢ τῇ πολιτείᾳ πολεμεῖ οὐδ' ἐπιβουλεύει, καὶ σκοπεῖ μᾶλλον οὐδὲν τῶν πάντων ἢ πῶς ταύτην κοτολύσει. καὶ τοῦτ' ἐξ ἀνάγκης τρόπον τινὰ νῦν γε δὴ ποιεῖ· λογίζεσθε γάρ. ἄρχειν βούλεται, τούτου δ' ἀνταγωνιστὰς μόνους ὑπείληφεν ὑμᾶς. ἀδικεῖ πολὺν ἤδη χρόνον, καὶ τοῦτ' αὐτὸς ἄριστα σύνοιδεν ἑαυτῷ.—Demosthenes.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

3. Translate into English :—

ἦμος δ' ἠριγένεια φάνη ῥοδοδάκτυλος Ἠώς,
καὶ τότ' ἔπειτ' ἀνάγοντο μετὰ στρατὸν εὐρὺν Ἀχαιῶν·
τοῖσιν δ' ἴκμενον οὖρον ἵη ἑκάεργος Ἀπόλλων.
οἱ δ' ἱστὸν στήσαντ' ἀνά θ' ἱστία λευκὰ πέτασσαν·
ἐν δ' ἄνεμος πρῆσεν μέσον ἱστίον, ἀμφὶ δὲ κῦμα
στείρῃ πορφύρεον μεγάλ' ἴαχε νηὸς ἰούσης·
ἡ δ' ἔθεεν κατὰ κῦμα διαπρήσσουσα κέλευθον.
Αὐτὰρ ἐπεί ῥ' ἵκοντο κατὰ στρατὸν εὐρὸν Ἀχαιῶν.
νῆα μὲν οἵγε μέλαιναν ἐπ' ἠπείροιο ἔρυσσαν
ὑψοῦ ἐπὶ ψαμάθοις, ὑπὸ δ' ἕρματα μακρὰ τάνυσσαν·
Αὐτοὶ δ' ἐσκίδναντο κατὰ κλισίας τε νέας τε.—HOMER.

SECTION B.

4. Give the principal parts of the following verbs :—αἱρέω, ἁμαρτάνω, αὐξάνω, γηράσκω, ἐσθίω, ὁράω, κλαίω, θνήσκω, μανθάνω, φθάνω.

5. Decline :—ἄστυ, κέρας, γάλα, πειθώ, ὄρνις, and ὁ μέγας βασιλεύς.

6. Distinguish between :—

(*a.*) ὁ αγαθὸς ἀνηρ and ἀγαθὸς ὁ ἀνηρ.

(*b.*) ὁ αὐτὸς ἀνηρ ἦλθεν and ὁ ἀνηρ αὐτὸς ἦλθεν.

(*c.*) μετὰ τοῦ ἀδέλφου and μετὰ τὸν ἀδελφον.

(*d.*) οὐ μὴ ποιήσεις and οὐ μὴ ποιήσῃς.

(*e.*) θύω and θύομαι.

SECTION C.

7. Translate into Greek :—

(*a.*) I fear that he may remain.
(*b.*) Will you deny that you fled?
(*c.*) I shall give him whatever he may wish.
(*d.*) He was more just than wise.
(*e.*) The city was taken, men and all.
(*f.*) A man cannot pay if he has not the money.
(*g.*) Though it was possible to be at peace he chose war.
(*h.*) I will not hinder them from speaking the truth.
(*i.*) If I had known I should not have come.
(*j.*) By land and sea.

SECTION D.

8. Between whom, and with what result, were the following battles fought: Platæa, Eurymedon, Chæronea, Delium, Mantinea (first battle), Arginusæ, Aegospotami, Granicus, Ipsus, Cynoscephalæ?

9. Describe in some detail the various attempts made on Greece by the Persians.

10. Write notes on :—

(*a.*) The Olympic games.
(*b.*) The Spartan discipline.
(*c.*) The Amphictyonic Council.
(*d.*) The Athenian democracy at the time of Pericles.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English :—

Pomerium, verbi vim solam intuentes, postmoerium interpretantur esse : est autem magis circamoerium, locus, quem in condendis urbibus quondam Etrusci, qua murum ducturi erant, certis circa terminis inaugurato consecrabant, ut neque interiore parte aedificia moenibus continuarentur, quae nunc vulgo etiam coniungunt, et extrinsecus puri aliquid ab humano cultu pateret soli. Hoc spatium, quod neque habitari neque arari fas erat, non magis quod post murum esset, quam quod murus post id, pomerium Romani appellarunt, et in urbis incremento semper, quantum moenia processura erant, tantum termini hi consecrati proferebantur.—Livy.

Parse inaugurato, intuentes, soli, processura.

2. Translate into English :—

Hic vero ingentem pugnam, ceu cetera nusquam
Bella forent, nulli totâ morerentur in urbe,
Sic Martem indomitum Danaosque ad tecta ruentes
Cernimus, obsessumque actâ testudine limen.
Haerent parietibus scalae, postesque sub ipsos
Nituntur gradibus, clypeosque ad tela sinistris
Protecti objiciunt ; prensant fastigia dextris.
Dardanidae contrà turres ac tecta domorum
Culmina convellunt : his se, quando ultima cernunt,
Extremá jam in morte parant defendere telis ;
Auratasque trabes, veterum decora alta parentum,
Devolvunt : alii strictis mucronibus imas
Obsedêre fores ; has servant agmine denso.
Virgil.

Parse obsessum, ultima, trabes.
Scan the fifth line of the passage.

Section B.

3. Translate into English the following passages from the prescribed portion of Caesar :—

(*a.*) Id si fieret intelligebat magno cum periculo provinciae futurum ut homines bellicosos, populi Romani inimicos locis patentibus maximeque frumentariis finitimos haberet.

(*b.*) Caesar primum suo, deinde omnium ex conspectu remotis equis, ut aequato omnium periculo spem fugae tolleret, cohortatus suos proelium commisit.

(*c.*) Cujus adventu spe illata militibus ac redintegrato animo, cum pro se quisque in conspectu imperatoris etiam in extremis suis rebus poeram navare cuperet, paulum hostium impetus tardatus est.

(*d.*) What is the meaning of :—"inter se fidem dant"; "oboeratos"; "molita cibaria"; "propterea quod illo licente contra liceri audeat nemo"?

4. Describe in chronological succession the chief events of the second Punic War.

5. Give some account of:—

(*a.*) Lars Porsena;
(*b.*) Scipio Africanus the younger;
(*c.*) Caius Marius;
(*d.*) Cicero;
(*e.*) Crassus.

6. Between whom and with what result were the following battles fought:—Mount Vesuvius, Sentinum, Heraclea, Pydna, Colline Gate, Philippi.

7. What construction follows:—

(*a.*) Verbs of accusing, condemning, and acquitting;
(*b.*) Verbs of pitying;
(*c.*) Quin (conjunction)?

8. Give—

(*a.*) Three periphrases for the simple imperative;
(*b.*) The distinction between the use of haud and non.

9. When should—

(*a.*) The construction with quam be used rather than the ablative of comparison;

(*b.*) The ablative of comparison be used rather than the construction with quam?

Section C.

10. Translate into Latin:—

Caesar, although he considered the best hope of finishing the business was to cross the sea and follow Pompey, having collected ships, before he increased his strength with re-inforcements from across sea, was afraid, nevertheless, of the delay of that course, and the length of time, because Pompey, having collected all the ships, had destroyed all opportunity of following him at that time.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Daly, District Inspector.

Section A.

1. Translate into English—

Ses yeux creux sont pleins d'un feu âpre et farouche; ils sont sans cesse errants de tous côtés; il prête l'oreille au moindre bruit, et se sent tout ému; il est pâle, défait, et les noirs soucis sont peints sur son

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visage toujours ridé. Il se tait, il soupire, il tire de son cœur de profonds gémissements, il ne peut cacher les remords qui déchirent ses entrailles. Les mets les plus exquis le dégoûtent. Ses enfants, loin d'être son espérance, sont le sujet de sa terreur.—*Télémaque.*

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

2. Translate into English :—

Une Grenouille vit un Bœuf
Qui lui sembla de belle taille.
Elle, qui n'était pas grosse en tout comme un œuf,
Envieuse, s'étend, et s'enfle, et se travaille
Pour égaler l'animal en grosseur,
Disant : regardez bien, ma sœur,
Est-ce assez ? dites moi ; n'y suis-je point encore ?
Nenni.—M'y voici donc ?—Point du tout—M'y voila ?
Vous n'en approchez point. La chétive pécore
S'enfla si bien qu'elle creva.—La Fontaine.

3. Translate into English :—

Quelle Jérusalem nouvelle
Sort du fond du désert brillante de clartés,
Et porte sur le front une marque immortelle ?
Peuples de la terre, chantez :
Jérusalem renait plus charmante et plus belle.
D'où lui viennent de tous côtés
Ces enfants qu'en son sein elle n'a point portés ?
Lève, Jérusalem, lève ta tête altière ;
Regarde tous ces rois de ta gloire étonnés :
Les rois des nations, devant toi prosternée,
De tes pieds baisent la poussière.—*Athalie.*

SECTION B.

4. Translate into French :—

The soldiers, resting on their arms, heard in a kind of religious silence, the words of their chief, and many of those hardy warriors melted into tears. When he had ceased to speak a thousand voices exclaimed, "We will share your fate ! We will not forsake you !" Two men came from the ranks and extended their hands to him, as a sign of fidelity in life and death.

4. Express in French :—

(*a*.) She is as virtuous and good as she is beautiful.
(*b*.) She has just taken off her bonnet.
(*c*.) I do not think you have learned mathematics.
(*d*.) The letters which I received this morning caused me much annoyance.
(*e*.) Of one thousand inhabitants there is not a rich one.

SECTION C.

6. Give the feminine forms of :—suisse, sujet, dieu, cochon, bailli.

7. Not, nobody, nothing, never, no more. How are these expressed in French when used with a verb ?

8. (*a*) Where is *dont* used, and (*b*) when cannot *dont* be used in French ? Give examples.

9. Give the preterite definite of mondre, voir, conduire, and present subjunctive of confire, faire.

10. Express in French :—

Three fourths ; ten minutes past nine ; a million men ; he comes on Saturdays ; they will be back on Monday fortnight.

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A, B, or C. Papers.
Old Programme.

GERMAN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted, and one question at least must be taken from each Section—A, B, and C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. Purser, Head Inspector.
Mr. Dalton, District Inspector.

SECTION A.

Translate into English :—

1. Man fand es ſchön und löblich, daß er die letzten Tage der alten Frau Feldheimerin aufheitern wollte; man pries ihn als einen frommen Herrn, weil er den Pater Joſeph in ſein Schloß aufgenommen hatte.* Die Einzigen, die ihm gram waren und auf ihn ſchmähten, waren ſeine Brüder und die Gräfin. Aber nur zu ihrem eigenen Schaden, denn man nahm allgemein ein Aergerniß an ſo unnatürlichen Brüdern, und zur Wiedervergeltung ging die Sage, daß ſie mit ihrer Mutter ſchlecht und in beſtändigem Hader lebten und unter ſich ſelbſt ſich alles Mögliche zu Leide thäten.—Hauff.

2. Melchthal.

O Herr Stauffacher! Ich hab' ihn
Geſehn, der mich nicht wiederſehen konnte!
Die Hand hab' ich gelegt auf ſeine Augen,
Und glühend Rachgefühl hab' ich geſogen
Aus der erloſchnen Sonne ſeines Blicks.

Stauffacher.

Sprecht nicht von Rache. Nicht Geſchehnes rächen,
Gedrohtem Uebel wollen wir begegnen.
Jetzt ſagt, was ihr im Unterwaldner Land
Geſchafft und für gemeine Sach' geworben,
Wie die Landleute denken, wie ihr ſelbſt
Den Stricken des Verraths entgangen ſeid.*—Schiller.

3. Sein Ruhm erfüllte ganz Europa ſein Name wurde in England wie in Deutſchland gefeiert, und in Raſtadt ſelbſt hatte er ſich die verehrende Freundſchaft ſeines franzöſiſchen Gegners erobert. Kaiſer Karl, obwohl durch ſeine ſpaniſchen Neigungen gegen ihn abgekühlt überhäufte ihn mit Ehren und Dotationen, und ernannte ihn zum Generalſtatthalter der neu gewonnenen Niederlande. Ehe er jedoch ſich den Geſchäften dieſer Verwaltung widmen konnte, eröffnete ſich ihm in fernen Oſten ein anderer Schauplatz gewaltigen Streitens, glorreicher Siege, unabſehbarer Erfolge.—Sybel.

SECTION B.

4. (*a.*) Parse the following verbs (marked * in foregoing passages), viz :—aufgenommen hatte, entgangen ſeid, and write out the principal parts of each. (*b.*) Note the gender and the plural form of Leid, Sonne,

Appendix.
Section III., II.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

5. (*a*) Decline dieſer arme Mann, jedes kleine Kind. (*b*.) Compare kurz, bald.

6. What does the passive voice express in German? Explain clearly when the passive form of a verb in English must be construed in German by werden, and when by ſein.

7. Distinguish between welcher and was für einer, and give an example of the use of each in the singular and plural.

Section C.

8. Translate into German :—

The young ones next day informed their mother that the farmer and his son had a third time visited the field; and, finding that neither friend nor neighbour was willing to assist them in reaping their corn, they were resolved to come next morning and cut it down themselves.

9. Translate into German :—

(*a*.) Let us go immediately.
(*b*.) He has arrived in time.
(*c*.) Lend me a sheet of paper.
(*d*.) As you please.
(*e*.) Do you like fresh milk?

10. Correct, giving reasons :—

(*a*.) Als ich zu Hauſe kam, ging ich zu Bett.
(*b*.) Er hat ſeine Hut auf ſeinem Kopf.
(*c*.) Glauben Sie daß es wird regnen?
(*d*.) Werden Sie mir ihn geben können?
(*e*.) Wir haben kein gutes Butter.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section—A, B, C. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, ten marks being allowed for each.

Dr Moran, Head Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate the following into Irish :—

Half a mile below the town, near the shore, are the ruins of the Abbey of Assaroe, which was founded 700 years ago by one of the princes of Tirconnell. The noble family of the O'Donnells, who were lords of Tirconnell for many hundred years, lived for a time in Ballyshannon.

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2. Translate into Irish :—

Some mice make very beautiful round nests of curiously plaited blades of wheat, split into narrow strips with their teeth. These nests are hung to stalks or thistles; and nine tiny mice are often found in one of them.

SECTION B.

3. Translate the following into English :—

An dara séd tugsad Tuaṫa Dé Danann a n-Éirinn an tan soin, eadon, an cloidioṁ do ċleaċtaḋ Luġ Láṁḟada, agus a Gorias tugaḋ é. An treas séd eadon, an t-sleaġ do bioḋ ag an Luġ g-ceadna re hagaiḋ ċoṁloinn, agus a Finias tugaḋ í. An ceaṫroṁaḋ séd, coire an Daġda; ní ṫeiġioḋ daṁ dioṁdaċ uaḋ, agus a Murias tugaḋ.

4. Translate into English :—

Do ḟreagradar Fianna Éirionn agus Tuaṫa Dé Danann an ċoinne sin, agus is iad daoine do b'uaisle agus do b'urrántaṁla do Thuaṫaiḃ Dé Danann ṫáinig ann .i. trí Gairḃ Shléiḃe Mis, agus trí Máis Shléiḃe Luaċra, agus na trí Murċaḋa baiḋe.

5. Translate into English :—

Agus ris sin ro ċuir a airm agus a éideaḋ ḋe, agus ro éiriġ go h-ionaṁail eudtrom ós cionn an ġaoi, agus ro ṫúirling air go h-antrom anḃfainneaċ go d-tárla rinn an ġaoi tré n-a ċroiḋe suas, agus do ċuaiḋ úr go talaṁ.

6. Translate into English :—

Torad na talṁan agus éisg na mara.

Do ḃí sé ag cur síl anns an Earraċ.

Is sé ár d-Tiġearna, Dúileaṁ na n-dúl, ardṫiġearna an doṁain, agus árd-ríg na cruinne.

Ḃuḋ ṡé Colum-cille, naoṁ óirḋearc Éireannaċ do ṫóg ar d-tús cill mór í Colum-cille.

SECTION C.

7. Parse the underlined words in Question 5.

8. (*a*.) Conjugate the verb déanaim, 'I do,' in the Indicative Mood, past tense, Active voice; (*b*) and give the Infinitive of the verb cluinim, 'I hear.'

9. (*a*) What is meant by the Synthetic and Analytic forms of the verb? (*b*) Comment on the expression Mar do ċoncadar na daoine, "when the people saw."

10. Decline the nouns cú, 'a hound,' and sliaḃ, 'a hill,'

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III.—QUESTIONS set to Male Candidates for Second Class.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. MACMILLAN (Senior), District Inspector.

1. What is the essential preliminary to the drawing up of useful notes on a lesson? What benefits result from practising the preparation of such notes?

2. What are the four things which boys should be taught as preliminaries to learning mensuration?

3. Describe the three-fold treatment of a passage properly used as a parsing exercise in the senior classes.

4. What indications of the character of a teacher could be got from merely watching outside the arrival of his pupils in the morning? What further by a mere glance inside?

5. Quote or give the substance of the practical rules relating to the training and treatment of the pupils.

6. Treat an example in long division in such a way as to make the reason of every part of the process comprehensible to a child of third class.

7. In what two ways is the teacher concerned with the *feelings?* Give examples of each.

8. Which, according to the manual, is the preferable course of geography for fourth class? What does the course embrace, and how would you teach it?

9. What principles would guide you in setting home tasks? Why are they so generally badly prepared?

10. What progress in spelling should a child have made when promoted from any particular class? How would you endeavour to ensure the attainment of this?

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. STRONGE, Head Inspector.
Mr. MURPHY, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Blest be the gracious power, who taught mankind
To stamp a lasting image of the mind!
Beasts may convey, and tuneful birds may sing,
Their mutual feelings, in the opening spring;
But man alone has skill and power to send
The heart's warm dictates to the distant friend;
Tis his alone to please, instruct, advise
Ages remote, and nations yet to rise.

CRABBE.

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Appendix.
Section III., III.
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

The following is the form of a cheque drawn on the Royal Bank of Ireland —

"Dublin, 1st January, 1867,
Royal Bank of Ireland.

"Pay John Smith, or Bearer, Ten Pounds Ten Shillings—£10 10s.
John Doe."

This cheque should have a penny stamp, but a postage stamp will not answer. John Doe is called the drawer of the cheque. The bank pays the money to the bearer, that is, to the person who presents it, and charges the amount to the account of the drawer, who thereupon has so much less money standing to his credit at the bank.

For Dictation see page 130.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. McElwaine, District Inspector.

1. Show clearly the pronunciation of the following words, marking the accent :—

stenography,
vermicelli,
indecorous,
recitative,
indissoluble,
plethora.

Give the meaning of each word.

2. Give the correct spelling of each of the following :—

fewsha (a flowering shrub) ;
pūny (a kind of judge) ;
intalyo (something cut in or engraved) ;
obaysance (an act of reverence) ;
na-eeve-tay (native simplicity) ;
abses (a tumour).

3. Derive fully each of the following :—

grotesque,
cordwain,
panegyric,
chanticleer,
philippic,
nostril.

4. (*a.*) Give six examples of French or foreign words which have struggled successfully against the English tendency to accent the first syllable.

(*b.*) In regard to words of Greek or Latin origin adopted without change, what is the position of the accent? Give three examples.

5. What syllable is usually accented in polysyllabic words? Give three instances of adjectives in which this tendency has removed the accent from its place in the noun from which the adjective has been derived.

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Appendix. Section III. III. Examination Questions. *Male Teachers.* B Papers. Old Programme

6. (*a.*) In what way does Dr. Sullivan account for the doubling of the final consonant in such words as *counsel*, when an additional syllable beginning with a vowel is added?

(*b.*) To what extent is the word *woollen* an exception to the second rule for spelling?

7. Distinguish in pronunciation and in meaning the pairs of words spelled as follows (as given in the fourth class of Verbal Distinctions):—

lower, slough, ordinary.

8. Give the various meanings or applications of the following words (as given in the fifth class of Verbal Distinctions):—

vault, pitch, mortar, hind.

9. What are *frequentatives?* Give, with examples, two ways in which they are formed.

10. Of the following pairs of words, state which way of spelling is the more correct, and give the reason for your answer in each case?—*apostasy* and *apostacy*, *delft* and *delf*, *moneys* and *monies*.

GRAMMAR AND COMPOSITION.--60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1.

Be just and fear not.
Let all the ends thou aim'st *at be* thy country's,
Thy God's and truth's; then if thou fall'st, O Cromwell!
Thou fall'st a blessed *martyr*. Serve the King;
And—*pr'ythee*, lead me in.
There take an inventory of all I *have*
To the last penny; 'tis the King's; my robe,
And my integrity to heaven, *is all*
I dare now *call mine own*. O Cromwell, Cromwell!
Had I *but served* my God with half the zeal
I served my King, he would not in my age
Have left me naked to mine enemies.

Parse fully the words in italics. (It is not allowable to parse, instead of a word given, one substituted for it).

2. Draw out a General Analysis of the following sentence:—

Little as we should have expected to find these in such a bed, as little should we have supposed the dust upon the wings of a butterfly to be minute feathers, or the bloom of a peach to be a collection of insects, had not the microscope furnished us with this intelligence.

3. Explain clearly what is meant by an extension or adjunct of the Predicate. What are the main heads or classes under which the e extensions usually fall?

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Appendix. Section III. — Examination Questions. — *Male Teachers.* — B Papers. — Old Programme.

4. Give a brief historical account of the origin of the possessive case in *'s*. Explain generally how the use of this inflection is limited, and state in what instances the objective with *of* can be substituted for it.

5. Explain and exemplify the distinction between Reflective and Reciprocal Pronouns.

6. Correct (giving your reasons) or justify the following expressions :—

(*a*.) I do not think I will be there.

(*b*.) I have known him twenty years ago.

(*c*.) Thou lovest; but ne'er knew love's sad satiety.

(*d*.) Were I in the remotest part of Ireland, and assured that I would see it again.

7. Write a short Composition (not less than a page) on *one* of the following subjects :—

(*a*.) School drill.

(*b*.) Walking or boating as an exercise.

8. Parse the words italicised in the following sentences :—

(*a*.) The working bees are four *days* longer before they attain their perfect form.

(*b*.) The place where the gallows *had been set* up.

(*c*.) He was appointed *Secretary*.

(*d*.) *Singing* is an optional subject.

9. Write out notes of a lesson introducing children for the first time to number in Nouns.

10. When is the ellipsis of the Relative Pronoun allowable, and when is it not so? Give examples.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map showing the boundaries of the counties on the East coast of Scotland from Moray Firth to the Firth of Forth; and mark, as far as is possible within the limits of those counties, the courses of the principal rivers.

2. On a skeleton map of North America complete the boundaries of the different countries, and mark the positions of the Bay of Fundy, Chesapeake Bay, Cape Corrientes, Lake Winnipeg, and of the Rivers Ohio and Potomac.

3. Describe the lunar method of finding longitude.

4. In what way do hills determine the configuration, the mineral wealth, and the occupations of the people of a country? Illustrate by examples.

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Appendix.
Section III.,
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

5. Describe the Equatorial current of the Pacific Ocean.

6. What are the chief naval stations of Great Britain? What the principal roadsteads of the British navy? What towns are noted for their dockyards? In what counties are these places respectively situated?

7. What is the extent of the Punjab? Name five important towns in that country. By what rivers is it drained?

8. Give an account of the kingdom of Holland under the following heads:—population, chief towns, exports, colonial possessions.

9. (*a*.) Into what lakes do the following rivers flow:—Sir Daria, Amoo, Kur, Jordan, Helmund, Ili?

(*b*.) What are the tributaries of the Obi and of the Ganges?

10. Give the position and geographical designation of—Rügen, Bohmerwald, Tula, Scio, Peiho, Rosetta, Tehuantepec, Susquehana.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Morgan, District Inspector.

1. (*a*.) Enumerate the provisions of the Habeas Corpus Act. (*b*.) In whose reign, and with what object, was it passed?

2. In what respects does the architecture of the Pagan circular stone forts and beehive-shaped houses differ from that of the primitive Christian buildings in Ireland?

3. Give Addison's view of the Stoic ideal of virtue.

4. Distinguish between a *Firn* and a Glacier. Give a description of each.

5. Explain the allusions in the following lines, and state from what poem each is taken:—

(*a*.) The dreams of Pindus and the Æonian maids delight no more.
(*b*.) Lyceum there and painted Stoa next.
(*c*.) Accursed be the fagots that blaze at his feet,
Where his heart shall be thrown.
(*d*.) Or Mecca's pilgrims confident of Fate.
(*e*.) Whene'er I paced the sloping moss of Green Killiney.

6. Distinguish between "Consols" and the "Consolidated Fund."

7. How does Dr. Petrie show that there is harmony between the natural and artificial characteristics of Irish scenery?

8. "Many are of opinion that overtrading is generally caused by the existence of accumulated capital beyond the amount necessary for the ordinary wants of the country." By what arguments is this opinion maintained?

9. Quote the lines from "The Bard" descriptive of Queen Elizabeth.

10. Give, in your own words, the substance of Cato's "Soliloquy on the Immortality of the Soul."

Appendix.
Section III., III.
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. Find the exact percentage of profit at which I must mark goods for sale, that after taking 5 per cent. off for cash payment, my actual rate of profit may be 20 per cent.

2. A man invested a sum of money in the 3 per cent. Consols at 88, and at the end of $4\frac{1}{2}$ months, after receiving one-half year's dividend, sold out at $87\frac{7}{8}$. At what rate per cent. per annum did he receive interest on his capital?

3 A series whose consecutive terms are respectively

$$\frac{1}{\sqrt{2}} \quad \frac{1}{1+\sqrt{2}} \quad \frac{1}{4+3\sqrt{2}},$$

is either arithmetical or geometrical. Determine which, and find the next term.

4. Find the cube root of—

$$\frac{\cdot\dot{3}07692\dot{3} \times \cdot 3076\dot{9}23\dot{0} \times \cdot 3076\dot{9}230\dot{7}}{\cdot\dot{1}5384\dot{6} \times \cdot 15\dot{3}846\dot{1} \times \cdot 153\dot{8}461\dot{5}}.$$

5. Divide £7,737 10*s.* between A and B, so that A, who invests his share in the $2\frac{3}{4}$ per cent. Consols at $96\frac{1}{4}$, may have the same income as B, who invests his share in the 4 per cent. Stock at 141.

6. A sum of money is put out at compound interest for 4 years. During the first two years interest is paid at 4 per cent., and during the last two at 5 per cent. The total amount at the end of the time is £77 12*s.* $8\frac{1}{4}$*d.* What was the sum invested?

7. Find the sum of the first 2,000 numbers which end in either 4 or 8.

8. A and B have the same capital. A purchases an equal amount of stock in the 3 per cents. at 91, and in the $3\frac{1}{4}$ at $97\frac{1}{2}$. B invests equally in both stocks, and his income is 1*s.* less than A's. What sum had each?

9. If 3 men and 2 boys can do in 17 days three times as much work as 2 men and 3 boys can do in 6 days, how many boys will be required to do the work of 6 men?

10. If 8,000 metres be equal to 5 miles, and if a cubic fathom of water weigh 6 tons, and a cubic metre of water 1,000 kilogs.; find the ratio of a kilog. to a lb. avoirdupois.

Appendix, Section III., III.
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

		£	s.	d.
1. June 1.	Cash in hand,	200	0	0
	Cash in bank,	1,000	0	0
	Goods,	1,200	0	0
	My acceptance of James Thompson's draft, due 1st August,	800	0	0
,, 4.	Bought of James Thompson, goods, £200, and paid £100 on account of them by cheque,	200	0	0
,, 5.	Sold John Wilson, goods,	200	0	0
,, 10.	Received from John Wilson, cash, £100, and his acceptance at two months for, . . £100	200	0	0
,, 15.	Lodged to my account in bank John Wilson's acceptance, . £100 less discount, . . 5	95	0	0
,, 20.	Retired my acceptance to James Thompson, due 1st August, paying cash, . . £790 and being allowed discount, 10	800	0	0
,, 30.	Goods on hand valued at,	1,225	0	0

Journalize the foregoing transactions.

2. Post same into Ledger, balance, and close the accounts. A separate account is to be kept for discount.

3. Show the Trial Balance.

4. Make out the Balance Sheet.

		£	s.	d.
5. May 8.	Consigned to John Anderson, goods to be sold for my account and risk,	500	0	0
,, 10.	Drew on John Anderson at seven days, and had the draft accepted by him,	400	0	0
,, 13.	Paid freight and charges on consignment to John Anderson,	20	0	0
,, 16.	Received from John Anderson account of the sales of the goods consigned to him, net,	550	0	0
,, 17.	Received cash for my draft on John Anderson,	400	0	0

Journalize the above transactions.

Appendix. Section III.

Examination Questions.

Male Teachers.

B Papers.

Old Programme.

6. Make out John Anderson's account in my Ledger for these items, when the books were balanced on 17th May.

7.

	£	s.	d.
(*a*.) Interest to James Thompson,	5	0	0
(*b*.) Paid cash for business premises,	500	0	0
(*c*.) Rent of office due to Michael Spain,	20	0	0
(*d*.) Received dividend on £1,000 India Stock,	7	10	0

Journalize the above entries.

8. What do you understand by the following entries in William Reid's books?—

	£	s.	d.
(*a*.) Wine Dr. to John Jones,	10	0	0
(*b*.) Bank Cr. by James Thompson,	20	0	0
(*c*.) Bank Dr. to Cash,	50	0	0
(*d*.) Tea Cr. by Iron,	30	0	0

9. Explain how the balance of the Profit and Loss Account is treated in the case of Partners' Accounts.

10. In the case of goods consigned to an agent to be sold at my risk, what entries are put on the Dr. and Cr. sides respectively of the consignment account? Explain how the account is closed when all the goods are sold.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. SMITH, District Inspector.

1. Discuss the question as to the proper time to cut grasses, having regard to (*a*) the quantity of the hay; and (*b*) the quality of it.

2. Point out some of the respects in which the peat of bogs and the combustible matter of soils differ.

3. Discuss the question of shallow *versus* deep drains for the improvement of strong clay lands.

4. Explain how (*a*) oxygen, (*b*) carbonic acid, and (*c*) water, act towards the production of plant food.

5. Write notes on the weaning and training of young horses.

6. (*a*) Name the principal kinds of rape; (*b*) state the purposes for which it is grown; and (*c*) describe some of the ways of sowing it.

7. Well-made hay should be (*a*) fragrant, and (*b*) green; why?

8. (*a*.) Describe the *Courtrai* system of saving flax. (*b*.) When is its use most advantageous?

9. "All the improved breeds of pigs possess many points in common." Enumerate the principal of these points.

10. In making carts (*a*) what circumstances determine the proper height of the cart; and (*b*) why should the wheels be dished?

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Appendix.
Section III, III.
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed in the case of questions in geometry.

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Draw two tangents to a circle from a given point outside it.

2. If a chord of a circle be drawn from the point of contact of a tangent, the angles which the chord makes with the tangent are equal to the angles in the alternate segments respectively. Prove this in two ways.

3. ABC is any triangle, and perpendiculars BE and CD are drawn to AC and AB; prove that $AB \cdot BD + AC \cdot CE = BC^2$.

4. Two triangles are on equal bases and between the same parallels. Prove that the sides of the triangles intercept equal segments of any line parallel to their bases and which cuts these sides; and hence, or otherwise, show how to inscribe a square in an equilateral triangle, having its base on a given side.

5. The perpendiculars on the sides of an isosceles triangle from the extremities of its base make angles with the base, each equal to half the vertical angle. Prove this; and prove also that the angle formed by the internal bisector of one base angle of a triangle and the external bisector of the other base angle is equal to half the vertical angle.

6. If two triangles have two sides of the one respectively equal to two sides of the other, but their bases unequal, their vertical angles are unequal. Give a direct proof of this.

7. Prove geometrically that $(A + B)^2 + (A - B)^2 = 2A^2 + 2B^2$ when A and B are two right lines.

8. In any triangle the bisectors of the three internal angles are concurrent. Prove.

9. How often would a coin whose diameter is $\frac{7}{8}$ths of an inch turn in rolling round an arc of a circle whose radius is 10 feet, the chord of the arc being of the same length?

10. The adjacent sides of a parallelogram are 24 feet and 30 feet, and the angle between them two-thirds of a right angle. Find the number of equilateral triangles whose sides are 4 inches long that would be equal in area to the parallelogram.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. A person having seven miles to walk increases his speed one mile an hour after the first mile, and finds that he is half an hour on the road less than he would have been had he not altered his speed. How long did he take?

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Appendix.

Section III., III.

Examination Questions.

Male Teachers.

B Papers.

Old Programme.

2. Solve the equations :—

$$\frac{x^2}{y} + \frac{y^2}{x} = a,$$
$$x + y = b.$$

3. Divide the number 26 into three parts such that the square of the first part may exceed the square of the second part by as much as the square of the second part exceeds the square of the third ; and so that the sum of the squares of the three parts may be 300.

4. Simplify—

$$\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-c)(b-a)} + \frac{1}{c(c-a)(c-b)}.$$

5. Solve the equation—

$$\frac{4x-17}{x-4} + \frac{10x-13}{2x-3} = \frac{8x-30}{2x-7} + \frac{5x-4}{x-1}.$$

6. If $2s = a + b + c$, prove that

$$\frac{1}{s-a} + \frac{1}{s-b} + \frac{1}{s-c} - \frac{1}{s} = \frac{abc}{s(s-a)(s-b)(s-c)}.$$

7. Solve the equation—

$$(a+x)^{\frac{1}{3}} + (a-x)^{\frac{1}{3}} = c^{\frac{1}{3}}.$$

8. A number consists of two digits whose sum is 9. Another number is obtained by reversing the digits. If the product of these two numbers is 2430, find the first number.

9. If $x = \dfrac{-1-\sqrt{-3}}{2}$ and $y = \dfrac{-1+\sqrt{-3}}{2}$,

find the value of $x^2 + xy + y^2$.

10. If $ax^2 + bx + c = 10$, when $x = 3$,
$= 1$, when $x = 2$,
$= -2$, when $x = 1$;
Find the numerical values of a, b, and c.

MECHANICS.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Ross, District Inspector.

1. A straight uniform bar, whose length is 12 feet and weight 30 lbs., has weights of 40 lbs. and 50 lbs. suspended from its extremities; find the distance of the centre of gravity of this system from the extremity at which the heavier weight is suspended.

2. A mass of 5 lbs. is drawing up, by means of a string, as in Atwood's machine, a mass of 3 lbs. ; find the tension of the string and the acceleration of the weights.

3. What weight, placed at the vertex of an isosceles triangular lamina, whose weight is W, will cause it to balance about the middle point of the perpendicular from the vertex on the base?

4. Prove that if forces represented in magnitude and direction by the sides of any plane polygon taken in order act on a particle they will be in equilibrium.

5. Show that the first law of motion furnishes us with a definition of force. If the mass of a pound be the unit of mass, and a foot and a second the units of length and time respectively, show that the British kinetic unit of force is nearly equal to the weight of half an ounce.

6. While a balloon is ascending with a uniform velocity of 40 feet per second, the aeronaut drops a leaden bullet which strikes the ground in 7 seconds; find the height of the balloon at the instant the bullet was set free.

7. Two unequal forces, P and Q, act at right angles to each other, and their resultant is equal to twice the less force Q; find the ratio of P to Q, and the angle which the resultant makes with P.

8. A uniform beam, AB, whose weight is W, is free to turn in a vertical plane round a smooth hinge at A. A horizontal force applied at B will keep the beam inclined to the horizon at an angle of 45°. Show in a diagram the directions of all the forces that keep the beam at rest.

9. Prove that the resultant of two like parallel forces is equal to their sum, parallel to their direction, and applied at a point found by dividing the line between them inversely as the forces.

10. Show in diagrams the three forces that produce equilibrium in each of the following cases, and find the triangle of forces that applies to each case:—

(*a*.) A heavy body supported on a smooth inclined plane by a force parallel to the length.

(*b*.) A heavy body supported on a smooth inclined plane by a force parallel to the base.

REASONING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

1. Some men are destitute of reason; therefore, some men are not accountable for their actions.

Complete the syllogism, and say to what figure and mood it belongs.

2. Show that what is expressed by a common term is merely an inadequate notion of an individual.

3. (*a*.) What is a mood? (*b*.) Examine AEE in each of the four figures, and point out where it is or is not admissible.

4. All stars are self-luminous. All planets are not self-luminous.

(*a*.) From these premises deduce the proper conclusion, and say to what figure and mood the syllogism belongs.

(*b*.) Reduce it to the first figure.

Appendix.
Section III, III.
Examination Questions.
Male Teachers.
B Papers.
Old Programme.

5. Explain what is meant by a fallacy of division. Give an example.

6. Prove that in the second figure (*a*) one or other premise must be negative; (*b*) the major premise must be universal.

7. Express the following argument in syllogistic form, and examine its validity: —

To wear false hair is to tell a falsehood, because it is deception.

8. Convert the proposition :—P struck Q.

9. Criticise fully the following argument, and say to what class it belongs:—

No unsportsmanlike act should be done; John Robinson's act was unsportsmanlike; therefore, John Robinson's act should not have been done.

10. If the premises of a syllogism are false, does this make the reasoning false? State the reasons for your answer.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. A storm at sea.
2. Athletics.

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. (*a*) Who were the parents, and (*b*) the maternal grandparents of Louis Napoleon?

2. Write a short historical notice of Lorraine.

3. Describe the remarkable event which occurred in the history of Germany in A.D. 912.

4. Name two remarkable events of European history which occurred in the year 1492.

5. Name the kings of England who began to reign in the 14th century, giving in each case the date of accession.

6. Give a brief account of Dejoces the Mede.

7. What events occurred in Roman history in the following years:—B.C. 508, B.C. 48, B.C. 146, and A.D. 476?

8. What events led to the first abdication of the Great Napoleon? State all you know of the subsequent events which led to the Battle of Waterloo.

9. (*a*) Name two decisive battles fought in the 11th century, and (*b*) give the immediate result in each case.

10. (*a*.) For what arts is the world probably indebted to the Phœnicians? (*b*.) Name the eminent Phœnician who is said to have founded the kingdom of Thebes.

Appendix.
Section III., IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

IV.—QUESTIONS set for Male Candidates for Third Class.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. What are the three leading considerations to be borne in mind in drawing up a time table? Illustrate by a specimen time table for a rural school with an average attendance of 35, so as to show the arrangements fully.

2. What constitutes an imperfect attendance? What book entries does it entail?

3. What is the difference between a sensation and a perception? How would you add to an infant's stock of clear perceptions?

4. What classes should work arithmetic on paper? Enumerate the points to be insisted on in the work.

5. Describe fully your method of dealing with a dictation exercise subsequently to the writing of the passage. Criticize other methods of completing the lesson.

6. Describe and comment on individual teaching.

7. Under what circumstances is getting off reading lessons by heart injurious to young learners?

8. Describe fully the geographical teaching which should precede the introduction to the map of the world.

9. A school house, 32 x 16 feet, has the door in the west end, the fire in the middle of the south side, the windows in the north side with a large one in the east gable. Give the number and length of desks required, their position on the floor, and the way the pupils will face when writing in them. Explain the principles on which you proceed, and give an alternative arrangement of the desks.

10. What are the duties of the teacher—
    (*a*) before the commencement of ordinary school-work;
    (*b*) at play hour; and
    (*c*) after dismissal of school?

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Blest be the gracious power, who taught mankind
To stamp a lasting image of the mind!
Beasts may convey, and tuneful birds may sing,
Their mutual feelings, in the opening spring;
But man alone has skill and power to send
The heart's warm dictates to the distant friend;
'Tis his alone to please, instruct, advise
Ages remote, and nations yet to rise.—Crabbe.

Appendix.
Section III.
IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

The following is the form of a cheque drawn on the Royal Bank of Ireland:—

"Dublin, 1st January, 1867,
Royal Bank of Ireland.

Pay John Smith, or Bearer, Ten Pounds Ten Shillings—£10 10s.
John Doe."

This cheque should have a penny stamp, but a postage stamp will not answer. John Doe is called the drawer of the cheque. The bank pays the money to the bearer, that is, to the person who presents it, and charges the amount to the account of the drawer, who thereupon has so much less money standing to his credit at the bank.

For DICTATION *see* page 130.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. MCELWAINE, District Inspector.

1. Show clearly the pronunciation of each of the following words marking the accent:—

equanimity,
guerdon,
chalybeate,
sonorous,
incomparable,
virago.

Give the meaning of each word.

2. Write out the rule for spelling exemplified by the word *dulness* and give the exceptions to that rule.

3. Derive fully each of the following:—

vinegar,
accident,
epiphany,
omnivorous,
Kildare,
cogitation.

4. Distinguish in pronunciation and in meaning the pairs of words spelled as follows (as given in the Fourth Class of Verbal Distinctions):—

row, supine, wind.

5. What is meant by accent? How does Dr. Sullivan account for a secondary accent in trisyllabic words?

6. Write out the rule for spelling exemplified by the word *peaceful*, and give the exceptions to that rule.

7. Give the various meanings or applications of each of the following words (as given in the Fifth Class of Verbal Distinctions):—

spring, strain, pike.

8. Explain etymologically the following words:—*between, diaper, notorious, thimble, bedlam, doff.*

9. What words are liable to be confounded by incorrect speakers with each of the following:—*allusion, specious, monetary, fisher?* Give the meaning of each word.

10. "Of foreign words admitted into our language, particularly French, there is usually a threefold pronunciation." Explain.

Appendix.
Section III., IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

GRAMMAR AND COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Yes! *let* the rich deride, the *proud disdain*
These simple blessings of the lowly train,
To me more dear, *congenial* to my heart,
One native *charm*, than all the gloss of art:
Spontaneous *joys*, where nature has its play,
The soul *adopts* and owns their first-born sway;
Lightly they frolic o'er the vacant mind,
Unenvied, unmolested, *unconfined.*
But the long pomp, the midnight *masquerade*,
With all the freaks of wanton wealth arrayed,
In these, *ere* triflers *half* their *wish* obtain,
The toiling pleasure sickens into pain.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence:—

Beside yon straggling fence,
With blossomed furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master taught his little school.

3. Correct (giving your reasons) or justify the following expressions:—

(*a.*) It is quite true, what you say.
(*b.*) Each claim shall be considered in their turn.
(*c.*) I intended to have come at two o'clock.
(*d.*) His cowardice and weakness was most reprehensible.

4. Distinguish clearly between simple, compound, and complex sentences, and construct and write out an example of each

5. Write a short Composition (not less than a page) on *one* of the following subjects:—

(*a.*) Early rising.
(*b.*) Advantages of learning drawing.

6. Write the following prefixes in a column:—*for, un, se, intro, juxta, with, super, be, fore, subter, sine, mis*; and, in a second column, give, opposite each prefix, its meaning; and, in a third column, at least one word which contains the prefix.

7. Set forth the uses of the "emphatic" form of conjugation, and distinguish the cases in which it conveys a really emphatic meaning.

Appendix. Section III., IV. Examination Questions. *Male Teachers.* C Papers. Old Programme.

8. "Two or more nouns or pronouns, occurring in the same simple sentence and referring to the same person or thing, agree in case." (Edwardes' Grammar: Second Rule of Concord.) Write out the three rules (usually given in grammars) which are thus summed up.

9. Frame a series of sentences showing the different kinds of objects which may follow a transitive verb, and point out clearly the object in each sentence.

10. Parse the italicised words in the following phrases:—

(*a.*) The earth *turns* upon its axis.
(*b.*) I was asked a *question.*
(*c.*) Fortune has *smiled on* him.
(*d.*) You should always consider *it* a shameful thing *to treat poor dumb animals with cruelty.*

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw an outline map of Ireland, marking thereon the positions of Newry, Letterkenny, Youghal, Ballina; and of the rivers Bandon and Foyle.

2. On a skeleton map of Europe indicate the courses of the rivers Loire, Garonne and Elbe; and the positions of the following towns:—Athens, Stockholm, and Astrakhan.

3. How were the ancients led by celestial observations to conclude that the earth is spherical, not only from north to south, but from east to west.

4. Name in order the seven vegetable zones into which the isothermal lines divide the earth's surface, giving the limits of temperature of each zone.

5. Describe the British settlements on the west coast of Africa as to position, chief towns, and exports.

6. Name in order, from west to east, six inlets of the sea and six capes on the south coast of England, indicating their positions.

7. Give an account of the Austro-Hungarian Empire under the following heads:—government, religion, exports, chief towns.

8. Name six seats of manufacturing or maritime industry in Scotland, stating in each case the industry carried on, and the county in which situated.

9. Give in order from west to east the names of the several Alpine chains.

10. What and where are:—Olympus, Neckar, Saghalien, Khartoum, Connecticut, Adelaide?

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Appendix.
Section III, IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Morgan, District Inspector.

1. In what ways are (*a*) the leaves, (*b*) the fruit, and (*c*) the wood of the beech tree utilised?

2. As an exercise in Composition give, in your own words, the story of Columbus subsequent to his second voyage to the New World.

3. Write notes on the following lines and state from what poem each is taken:—

(*a*.) To him the Church, the realm their powers consign.
(*b*.) He left a name at which the world grew pale.
(*c*.) From Marlb'rough's eyes the streams of dotage flow.
(*d*.) Sarmatia fell, unwept, without a crime.
(*e*.) These Edens of the Eastern wave.

4. State what you know of "The Gobbins," "McSwine's Gun," "The Scalp," "Pass of Keimaneigh," "The Hill of Donore."

5. Compare the style of Thomson's poetry with that of Cowper.

6. (*a*) Distinguish between volcanic and plutonic rocks, and (*b*) give reasons to show that the latter are of igneous origin.

7. (*a*.) Enumerate the chief purposes for which copper is utilised. (*b*.) What is the origin of the name?

8. What circumstances led up to the Battle of the Baltic?

9. Explain the allusions in the following lines:—

(*a*.) Hippocrates, the North Star and luminary of Medicine.
(*b*.) It was in the great hall of William Rufus.
(*c*.) This Rubens of English Poetry.
(*d*.) Like the Harpies they smear everything that they touch with miserable slime.
(*e*.) The English Demosthenes and the English Hyperides.

10. Write out the verses in which Shelley compares a skylark to (*a*) a poet, (*b*) a glow-worm.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. In what time will the simple interest on £725 at 4 per cent. per annum amount to £16 6*s*. 3*d*. more than the interest on the same sum for the same time at 3½ per cent.?

2. Find the simple value of—

$$\sqrt{696\cdot96} - \sqrt[3]{15438\cdot249} - \sqrt{\frac{4\cdot8677775}{2\cdot163456}}$$

Appendix.
Section III, IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

3. An article which cost 19 guineas per cwt. is retailed at 4*s.* 6*d.* per lb., and there is a waste of 5 per cent. What is the rate of profit per cent.?

4. Find the exact value of—

$$\frac{\frac{1}{3}\text{ of }2{\cdot}179-\frac{5}{8}\text{ of }{\cdot}8684}{\frac{2\frac{1}{3}}{5}-\frac{2}{5\frac{5}{8}}+\frac{1\frac{5}{8}}{4\frac{4}{7}}}\text{ of }200l.$$

5. When a vulgar fraction is reduced to a decimal, in what cases will the decimal (*a*) terminate, (*b*) recur? What is the limit in the number of figures in the period? Give examples in illustration of your answer.

6. A, B, and C are workmen. A can do a piece of work in 6 hours, thus doing twice as much as B can do; and A, B, and C can together do the work in $2\frac{1}{2}$ hours. Show that C can do in 5 hours as much as B can do in 9 hours.

7. How much 4 per cent. stock at $93\frac{1}{2}$ must be sold out to pay a bill of £954 17*s.* 6*d.*, 9 months before it is due, discount (true) at the rate of 5 per cent. per annum being allowed?

8. Five men are employed 7 hours a day on a certain work. After they have been engaged 4 days it is found they have done $\frac{1}{12}$ of the whole. Six more men are then employed, and all are to work $7\frac{1}{2}$ hours a day. When will the work be completed, supposing they all work equally fast?

9. £135 is due 3 years hence, and £180 5 years hence. For what single sum to be paid 4 years hence may these two sums be commuted allowing simple interest at 5 per cent.?

10. Find the sum of the first 800 numbers whose unit figure is 9; find also the last of these numbers.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

1. Jan 1. John Kelly's assets and liabilities were :—

	£	s.	d.
Assets—Cash	300	0	0
Tea	600	0	0
Due to him by James Wilson .	100	0	0
Liabilities—Due by him to John Harding .	200	0	0
His transactious were as follows :—			
„ 3. Bought tea for cash	50	0	0
„ 4. Sold John Harding tea . . .	200	0	0
„ 5. Received James Wilson's acceptance at 1 month in payment of amount due .	100	0	0
„ 8. Bought tea from John Harding . .	100	0	0
„ 12. Discounted James Wilson's acceptance .	100	0	0
and received cash . £95			
having allowed for discount . £5			
„ 15. Paid clerk's salary	10	0	0
„ 20. Accepted John Harding's draft . .	100	0	0
„ 31. Tea on hand, valued at . .	575	0	0

Journalize the foregoing transactions.

Appendix.
Section III., IV.
Examination Questions.
Male Teachers.
C Papers.
Old Programme.

2. Post these transactions into the Ledger; balance and close the accounts.

3. Show the Trial Balance.

4. In closing the Ledger, the following are the balances:—

	Dr. £	s.	d.	Cr. £	s.	d.
Cash				50	0	0
Goods				500	0	0
Bills receivable				200	0	0
Bills payable	250	0	0			
Robert Smith	50	0	0			
Profit and Loss	180	0	0			

Determine the merchant's net estate.

5. When the Ledger was posted it was found that 10 cwt. of sugar, which had been sold to Robert Smyth for £20, was charged in mistake to William Taylor. What entries are made to correct the error in the several accounts?

6. Explain the items in the following Ledger account in John Kelly's books:—

Dr.	William Thompson.				Cr.		
	£	s.	d.		£	s.	d.
Oct. 1. To tea	150	0	0	Oct. 3. By cash	100	0	0
				" 31. " balance	50	0	0
	150	0	0		150	0	0

	£	s.	d
7. Jan. 1. Consigned to James Reeves to be sold by him for my account and risk 200 tons iron, invoiced at	400	0	0
" 4. Received account of sales from James Reeves showing that the iron realised net	500	0	0
" 25. Received cash from James Reeves for proceeds of iron sold	500	0	0

Journalize the above items.

8. (*a.*) What accounts are closed by the balance account only?
(*b.*) What accounts are closed by a double balance?
(*c.*) What accounts are closed by Profit and Loss Account only?

9. (*a.*) Received £50 from James Kerr, who became insolvent, owing me £100 and paying only 10*s.* in the £.
(*b.*) Wrote off balance of James Kerr's account as a bad debt.
(*c.*) Received afterwards a further sum of £12 10*s.* on account o James Kerr's debt.

Journalize the foregoing transactions.

10. What are the three classes into which the accounts of merchants are divided? Describe each class.

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AGRICULTURE—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr Smith, District Inspector.

1. (*a*.) Describe what is known as *mineral* super-phosphate. (*b*.) Why should a high-class super-phosphate be used?

2. Lime may be applied to land in one or other of three ways; name them, and say for what soils each is more suitable.

3. When turnips and mangels are raised with the aid of artificial manures, state briefly (*a*) the manures recommended, and (*b*) the quantities of each for the different classes of soils.

4. (*a*) State briefly what you know about fiorin grass and its habits of growth. (*b*.) What are brown grass seeds?

5. Explain fully and clearly the different points to be attended to in the planting of fruit trees.

6. Describe a system of cropping a cottage garden well suited to the wants of an Irish cottager; illustrate your answer by a diagram.

7. What is meant by *hand feeding?* When and how is it practised?

8. Write out full notes on stall-feeding.

9. Write notes on the proper management of a poultry-house with regard to its (*a*) floor, (*b*) walls, and (*c*) roosting spars.

10. Enumerate the causes that have led to the unsatisfactory state of grass lands in Ireland.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Prove that the three angles of any triangle are equal to two right angles, and that the sum of the interior angles of a polygon of n sides is $2 (n - 2)$.

2. Either diagonal of a parallelogram bisects it. Prove; and show that if the diagonals of a quadrilateral bisect each other it is a parallelogram.

3. If a line be divided into two equal and also into two unequal parts the rectangle contained by the unequal parts is less than the square of half the line by the square of the line between the points of section. Prove; and show geometrically and by means of a figure, that when A and B are right lines $(A + B (A - B) = A^2 - B^2$.

4. Prove that two triangles are identically equal if their bases and vertical angles are equal, also an angle touching the base of the one equal to an angle touching the base of the other, and similarly situated with respect to the sides. State all the other conditions under which two triangles can be proved identically equal.

5. If a point be taken in the diagonal of a parallelogram and through it lines be drawn parallel to the sides, the complements or parallelograms through which the diagonal does not pass are equal. Prove this; and also its converse.

6. Prove the eighth Proposition of the Second Book of Euclid by means of a figure; and show that it is a direct sequence from the fourth and seventh Propositions of same book.

7. Construct a square equal to a given rectilineal figure; and if the given figure be an isosceles triangle of 120 feet perimeter, and base half of each of its sides, find to two decimal places the length of a side of the square.

8. ABC is any triangle and side BC is produced to any point D; prove that angle ACD is greater than angle ABC. Hence show that if AC be bisected in E and BE produced to F, so that BE = EF, CF is parallel to AB.

9. A square contains 10 statute acres; find the length in links of the sides of an equilateral triangle equal in area to the square.

10. The diameter of a penny is one inch; what area will it cover if laid on an Ordnance map the scale of which is one inch to the mile.

ALGEBRA.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. A dealer bought a horse, expecting to sell it again at a price that would have given him 10 per cent. profit on his purchase; but he had to sell it for £50 less than he expected, and he then found that he had lost 15 per cent. on what it cost him; what did he pay for the horse?

2. Resolve into factors

$$(pr - qs)^2 - (ps - qr)^2.$$

3. Extract the square root of—

$$a^4 + 2(2b - c)\,a^3 + (4b^2 - 4bc + 3c^2)\,a^2 + 2c^2\,(2b - c)\,a + c^4$$

4. If $x = a + b + \dfrac{(a-b)^2}{4(a+b)}$, and $y = \dfrac{a+b}{4} + \dfrac{ab}{a+b}$;

then $(x - a)^2 - (y - b)^2 = b^2$.

5. Find the Greatest Common Measure of—

$$8x^3 - 8x^2 - 4x - 3 \text{ and } 2x^4 + 3x^3 - 3x^2 - 7x - 3.$$

6. Solve the equation—

$$\frac{1}{ax + 4} + \frac{ax - 4}{16} = 1.$$

7. Solve the equation—

$$\frac{x-1}{x+1} - \frac{x-2}{x+2} = \frac{x-3}{x+3} - \frac{x-4}{x+4};$$

and show that the value found for x satisfies the equation.

Appendix.

Section III., IV.

Examination Questions.

Male Teachers.

C Papers.

Old Programme.

8. Simplify—

$$\frac{\left(\frac{3x+x^3}{1+3x^2}\right)^2-1}{\frac{3x^2-1}{x^3-3x}+1}\div\frac{\frac{9}{x^2}-\frac{33-x^2}{3x^2+1}}{\frac{3}{x^2}-\frac{2(x^2+3)}{(x^3-x)^2}}.$$

9. Solve the equation—

$$\frac{x}{x-1}=\frac{x}{x-1}+\frac{9}{20}.$$

10. An engineer had a certain number of telegraph poles to extend the wires a certain distance; he found that if he set them 15 yards apart he would have too many by 150, but if he set them five yards apart he would have too few by 70. How many poles had he?

Section III. V.

A, B, or C Papers.

Old Programme.

V.—QUESTIONS set in Extra Subjects.

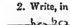
MUSIC (HULLAH).—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. PURSER, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Write, in treble and bass, the major and minor scales of which the leading note is Si ♯ (B ♯). Prefix signature.

2. Write, in the bass stave, the major scales of which the tetrachord  forms part.

3. On each note of the scale of Mib (E♭) major, form a chord, and state whether the chord is major, minor, or other.

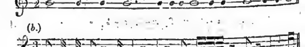
4. Above and below the note write: (*a*) a perfect fourth; (*b*) a major sixth; (*c*) a major third; (*d*) a perfect fifth; (*e*) a minor seventh.

5. Name all the *minor sevenths* in the scale of Mi (E) major.

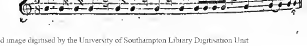
6. Write out eight bars of any exercise, song, or solfeggio from the *second part* of the Manual.

7. Add bars to the following in accordance with the time-signatures:—

(*a*.)

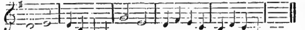


(*b*.)



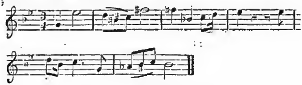
Appendix.
Section III., V.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme

Write the following in the bass clef at the same pitch :—



9. Explain the following terms: Dominant, Relative Minor, Modulation, Tetrachord, Adagio.

10 Transpose the following a minor third down :—



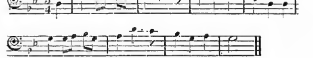
MUSIC.—TONIC SOL-FA —50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. PURSER, Head Inspector
Mr. GOODMAN, Examiner in Music.

1 Translate the following into the Tonic Sol-fa notation :—



2 Translate the following into the Staff notation, using the crotchet for the pulse :—

KEY A.

{.s$_1$,f$_1$ | m$_1$.s$_1$: s$_1$.,l$_1$ | d.,r : d s$_1$ | m$_1$.s$_1$: s$_1$.m | f,m.r,d : l$_1$.s$_1$,f$_1$}
| m$_1$.s$_1$: s$_1$. l$_1$ | d.,r : m.,f | s.d : l$_1$.f | m.r : d .||}

3 Arrange the following in descending order of pitch: (*a*) f in key F♯; (*b*) r in key B♭; (*c*) l in key D♭; (*d*) s in key G♭; (*e*) t in key A♭.

4 Name the following intervals, and state what each becomes on inversion :—

(*a*.)	(*b*.)	(*c*.)	(*d*.)	(*e*.)
l	d^1	m^1	r^1	se
de	ma	fe	se	t$_1$

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Appendix.
Section III., V.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

5. State the precise interval which each tone of the Common Scale forms with the key tone.

6. Re-write the following passages in the "imperfect" method, *i.e.*, without bridge-notes and change of key :—

Key D.

(*a*.) md s l ^{t}m r s$_{1}$ dt$_{1}$l$_{1}$ f mt$_{1}$d l$_{1}$ se$_{1}$ l$_{1}$ d ^{r}l t d^{1} d.

Key D.

(*b*.) s m d^{1} l ^{s}r d f l$_{1}$ t$_{1}$ r m f r ^{m}l t s d^{1} d.

7. Explain what Syncopation is, and mark the syncopated notes in the following :—

{ | s.m^{1} : –.r^{1} , –.d^{1} : s | — : l$_{1}$ — : s | d^{1} : –.t$_{1}$ –.r^{1} : d^{1} || }

8. Write the pulse divisions corresponding to the following time names. Use the note *d* for the tones sung : *Traasai taafe saa saa-tai traatai taatefe safatefe tafatefe saa taatai taa-aa.*

9. Explain the following terms :—Tetrachord, "Perfect" Method, Minor Mode, Piano, Allegro.

10. How would you develop the thin register (upper register) in boys' voices.

PRACTICAL GEOMETRY AND PERSPECTIVE.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

The constructions must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet, a double accent (″) inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

---

1. The perimeter of a triangle is 6″, construct it so that its sides may be in the proportion of 2, 3, and 4.

2. Construct a diagonal scale of one inch to one yard to show feet and inches.

Mark on it the line which represents 5′ 11″.

3. Construct a triangle, sides 3½″, 3″, and 2½″, and inscribe a square in it.

Appendix.

Section III, V.

Examination Questions.

Male Teachers.

A. B or C Papers.

Old Programme.

4. Construct a triangle on a basis of 3½″, with an altitude of 2″, and a vertical angle of 75°.

5. Within a given regular hexagon, side 2″, inscribe six equal circles, each touching two others and two sides of the hexagon.

6. Place in perspective a rectangular solid 6½′ high, standing on one of its ends, which are 3′ square, 3′ to the right, and 3′ in the picture, and having one side parallel to the picture plane. (Scale ⅓″ to 1′ length of line of direction 11′, distance between horizontal and base lines, 5′.)

7. Place in perspective a regular pentagon of 3′ side, lying on the ground with its nearest side 3′ to the right, 2′ in the picture and parallel to the picture plane. (Scale, &c. as in No. 6.)

8. Describe a parallelogram whose area and perimeter shall be respectively equal to the area and perimeter of the given triangle.

9. A hexagonal prism, side of base 1″, length of prism 2″, stands on the horizontal plane on its base, its back corner being ½″ in front of the vertical plane and two of its rectangular faces are inclined to the vertical plane of 15°. Give its plan and elevation.

10. Reduce the given figure to a square of equal area.

OBJECT DRAWING—OUTLINE.—50 Marks.

One hour allowed for this subject.

INSTRUCTION TO CANDIDATES.

1. A drawing in outline of the models placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

OBJECT DRAWING—OUTLINE.

INSTRUCTIONS TO SUPERINTENDENTS.

The Superintendent will place on a drawing board arranged horizontally about 2 feet 6 inches above the floor a breakfast cup and saucer, with a teaspoon in the cup. Behind and touching the saucer, but a little on the right hand side, he will stand a thick book (two or three inches taller than the cup) on its partly open front edges.

The spoon must lean against the right-hand side of the cup, the handle of which should be seen on the other side.

The models should be placed a little to the left of all the candidates.

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Appendix.
Section III., V.
Examination Questions.
Male Teachers.
A, B, or C Papers.
Old Programme.

HANDICRAFT.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Purser, Head Inspector.

Mr. Robinson, Assistant Surveyor, Board of Public Works.

1. How are the surfaces in the following cases usually treated in the way of whitening, painting, &c. :—ceilings, walls, and timber dado of school room, desks and other furniture, external woodwork, rough wooden paling? Say why different treatment for each is usually adopted.

2. Describe method of preparing and applying the materials required in each of the above cases, and the precautions usually taken.

3. Why is it necessary to grind edged tools? Describe the process of preparing for and sharpening cutting irons, chisels, moulding planes, and saws. What is meant by "setting" a saw?

4. Give sketch to a scale of 1 inch to a foot of a framed, pannelled and moulded door 6' 6" × 2' 9". Figure the scantlings; describe method of construction; name the tools required in making it, and the description of lock furniture and hinges used.

5. Name three methods of constructing opening sashes; say which you consider best adapted for use (*a*) in schools, and (*b*) in dwelling-houses, giving your reasons. Give sketches illustrating, as far as possible, the three methods.

6. Describe briefly the most common tools used by carpenters and joiners, giving sketches of same, and the price of each.

7. For what purposes and on what occasions are the following articles used :—dowels and glue in joinery work; tallow, copperas, blue, &c., in limewhiting; resin and killed spirits in plumbing.

8. Describe two methods of attaching map rails, clothes racks, and shelf brackets to walls; say which you think best for general use, giving reasons.

9. What quantity of timber is required to make a box 2' 9" long, 1' 9" wide, and 1' 6" deep? Describe the hinges, lock, and nails required, and state probable cost of box complete.

10. How would you remove and repair a mortise lock? How would you prepare for and fit one to a new door? Why cannot a mortise lock be fitted to a ledged and sheeted door?

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Appendix. Section III., VI. Examination Questions. *Male Teachers.* A Papers. New Programme.

VI.—Questions set to Male Candidates for First Division of First Class.

(*New Programme.*)

SCIENCE OF EDUCATION (First Paper): School Organization and Methods.—75 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fifteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. At what point is the art of reading allowed to stop in most boys' schools? Show the desirableness of teaching the omitted part, and describe the method of teaching it.

2. Show how you would use physical geography in teaching political geography.

3 Write notes for two lessons on water, one for children aged six or seven, and one for an advanced class. What appliances or apparatus would you desire?

4. Show to what extent the explanation of the following will consist in imparting a knowledge of things, and how far it will be mere word-teaching:—

> "Mont Blanc is the Monarch of Mountains;
> They crowned him long ago;
> On a throne of rocks, in a robe of clouds,
> With a diadem of snow.
> Around his waist are forests braced,
> The avalanche in his hand."

5. Describe the geometrical teaching which may precede the study of Euclid. Write short notes of an introductory lesson on this preliminary course.

6. Show a boy who can reduce a vulgar fraction to a decimal that the dividing of decimals is really done by the rule for dividing vulgar fractions.

7. Are vices which boys do not practise, or of which they are ignorant, to be brought under their notice in lessons? Is there any reason for making drunkenness an exception? With what kind of feelings would you try to bring your boys to look on a drunken man?

8. Write notes of a lesson on Personal Cleanliness.

9. A school house to consist of a main room and two class-rooms is to be built to accommodate an average attendance of 110. Give the dimensions each room should be, showing in detail the best position for the windows, for the galleries and desks, with the direction in which they should face, and the proportion of the room they will occupy.

10. Write notes of a lesson on the use of the auxiliary verb "do." Give heads of two exercises on the lesson.

F

Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

SCIENCE OF EDUCATION (Second Paper): Knowledge of the Laws of Mental Development, with special reference to their bearing on the Principles of Teaching.—75 marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fifteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. What makes up the branch of education called moral education? How would you endeavour to train to truthfulness?

2. Among the influences favourable to concentration, which holds the first place? What bearing has this on the teacher's preparation for giving a lesson?

3. As regards punishments, what is the great triumph of school discipline? How can this result be attained?

4. Show how, and to what extent, the teacher is concerned with the laws of physiology.

5. What is meant by the discipline of consequences? Point out its advantages and defects.

6. What are the chief reasons for teaching—

(*a.*) Some branch of pure mathematics?
(*b.*) Some branch of physical science?

7. In drawing up a school curriculum why do we not arrange the subjects in the order of their interdependence? Give the reasons which determine the place pure science occupies in the course.

8. Why should a teacher study rhetoric?

9. In what consists the difficulty of acquiring general or scientific knowledge? What feelings have to be awakened in the mind of a pupil to sustain him in wrestling with these difficulties?

10. Show that "He who has ceased to be a student has ceased to be a teacher."

ENGLISH LANGUAGE AND LITERATURE (First Paper): English Language.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Explain clearly and fully the position of English in the Aryan or Indo-European family of languages.

2. Set forth the three classes of consonantal interchange which are included under Grimm's law, and give an example of each class.

3. Show how (*a*) the vocabulary; and (*b*) the grammar of the English language were modified by the Danish incursions and settlements.

Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

4. Compare the English of the fifth century with that of the nineteenth, explaining fully what it has gained and what it has lost in the interval.

5. Explain the origin of *doublets*, and illustrate their use in modern English.

6. Trace the origin of the various words which are spelled in the following way :—do, force, quarry, punch.

7. How can you explain the absence in modern English of the power of forming compound words? Compare, with examples, the English with the German language in regard to their respective expedients for augmenting the vocabulary.

8. What is *umlaut?* Give examples of its effect in modifying English words.

9. Trace the successive changes in the inflexions of verbs between the beginning of the sixth century and the close of the fifteenth.

10. What traces have we in English of (*a*) reduplication; (*b*) a passive voice?

ENGLISH LANGUAGE AND LITERATURE (SECOND PAPER): English Literature.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. From what source did Chaucer derive the materials for his Troilus and Creseide? In what respects has he varied from his original?

2. Tell what you know of the Polyolbion. Name some other works by the same author.

3. Name, in order of development, the three kinds of stage spectacles which were the immediate precursors of the regular drama, and point out some distinguishing characteristic of each.

4. Give some account of the ablest English dramatic poet who preceded Shakespeare, and mention the best-known of his works.

5. State the titles of Ben Jonson's tragedies, and of his best known comedy.

6. To which of our English writers are we indebted for—

(*a*.) The Scholemaster;
(*b*.) Gammer Gurton's Needle;
(*c*.) Cooper's Hill;
(*d*.) Comus;
(*e*.) Absalom and Achitophel?

7. In what manner and in what direction did Jeremy Collier influence the character of the drama and the light literature of his day?

8. Name the works most prominently identified with—

John Locke;
Richard Bentley;
George Crabbe;
Samuel Coleridge;
Thomas Campbell.

9. Sketch the plot of Lalla Rookh.

10. Give a list of seven of Dickens' most popular novels, and briefly state what you know of any one of them.

Appendix.

Section III, VI.

Examination Questions.

Male Teachers.

A Papers.

New Programme.

ENGLISH LANGUAGE AND LITERATURE (THIRD PAPER): Shakespeare, King John.—30 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. When was "King John" first printed? What evidence have we of the date of its composition?

2.— "Richard that robb'd the lion of his heart,
And fought the holy wars in Palestine,
By this brave duke came early to his grave."

Comment upon the statement contained in these lines. By whom were they spoken and to whom were they addressed?

3. Write explanatory notes on the words italicised in the following extracts:—

(*a*.) O *Lymoges*! O Austria! thou dost shame
That *bloody spoil*.
(*b*.) I *muse* your Majesty doth seem so cold.
(*c*.) By heaven, these *scroyles* of Angiers flout you, Kings.
(*d*.) Or madly think a *babe of clouts* were he.
(*e*.) And look thou stand
Within the *arras*.
(*f*.) As I have *bank'd their towns*.

4. "And, father Cardinal, I have heard you say."
Write down the next six lines, and say by whom and under what circumstances they were spoken.

5. Describe the action of the play in Act iv.

6. Paraphrase:—

"Then I, as one that am the tongue of these
To sound the purposes of all their hearts,
Both for myself and them, but chief of all,
Your safety, for the which myself and them
Bend their best studies, heartily request
The enfranchisement of Arthur; whose restraint
Doth move the murmuring lips of discontent
To break into this dangerous argument,—
If what in rest you have in right you hold
Why then your fears, which, as they say, attend
The steps of wrong, should move you to mew up
Your tender kinsman and to choke his days
With barbarous ignorance and deny his youth
The rich advantage of good exercise."

7.— "O, where hath our intelligence been drunk?
Where hath it slept? Where is my mother's care,
That such an army could be drawn in France,
And she not hear of it?"

To whom were these words addressed, and by whom? Quote the reply.

8. "I saw a smith stand with his hammer, thus."
Write down the next six lines.

9. Which of the dramatis personæ in King John serves to relieve the otherwise tragic character of the drama? Quote some of his amusing sallies.

10. Comment on anything requiring explanation in the following extracts :—

(*a*.) As great Alcides shows upon an ass;
(*b*.) There's toys abroad;
(*c*.) Your winking gates;
(*d*.) That swinged the dragon;
(*e*.) Commodity the bias of the world;
(*f*.) A ramping fool.

ENGLISH LANGUAGE AND LITERATURE (Fourth Paper): An Essay.—100 Marks.

Two hours allowed for this paper.

Only one subject to be attempted.

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. Day dreams.
2. The future of English poetry.
3. The uses of adversity.

LATIN (First Paper): The prescribed Works; Latin Literature; Roman Antiquities, &c.; Grammar.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English :—

Talibus exarsit dictis violentia Turni;
Dat gemitum, rumpitque has imo pectore voces:
Larga quidem, Drauce, semper tibi copia fandi
Tum, quum bella manus posount; patribusque vocatis
Primus ades. Sed non replenda est curia verbis,
Quae tuto tibi magna volant, dum distinet hostem
Agger murorum, nec inundant sanguine fossae.
Proinde tona eloquio, solitum tibi; meque timoris
Argue tu, Drance, quando tot stragis acervos
Teuororum tua dextra dedit, passimque tropæis
Insignis agros. Possit quid vivida virtus,
Experiare licet; nec longe scilicet hostes
Quaerendi nobis; circumstant undique muros.
Imus in adversos? quid cessas? an tibi Mavors
Ventosâ in linguâ pedibusque fugacibus istis
Semper erit?

Virgil.

Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

Also—

(*a.*) Scan the eighth line of this passage.
(*b.*) Parse fandi, and say what parts of this verb are in use.
(*c.*) Parse "experiare," and explain this construction.

2. Translate into English :—

AD MAECENATEM.

Martiis caelebs quid agam Kalendis,
Quid velint flores et accerra thuris
Plena, miraris positusque carbo in
Cespite vivo,
Docte sermones utriusque linguae.
Voveram dulces epulas et album
Libero caprum, prope funeratus
Arboris ictu.
Hic dies, anno redeunte festus,
Corticem adstrictum pice dimovebit
Amphorae, fumum bibere institutae
Consule Tullo.
Sume, Maecenas, cyathos amici
Sospitis centum, et vigiles lucernas
Perfer in lucem ; procul omnis esto
Clamor et ira ;
Mitte civiles super urbe curas ;
Occidit Daci Cotisonis agmen ;
Medus infestus sibi luctuosis,
Dissidet armis.

HORACE.

Also—

(*a.*) Scan the first stanza of this passage.
(*b.*) Parse adstrictum and esto.
(*c.*) Where was Dacia?

3. Translate into English :—

Sed Tiberius, vim principatus sibi firmans, imaginem antiquitatis senatui praebebat, postulata provinciarum ad disquisitionem patrum mittendo. Crebrescebat enim Graecas per urbes licentia atque impunitas asyla statuendi; conplebantur templa pessimis servitiorum; eodem subsidio obaerati adversum creditores suspectique capitalium criminum receptabantur. Nec ullum satis validum imperium erat coercendis seditionibus populi, flagitia hominum ut caerimonias deum protegentis. Igitur placitum ut mitterent civitates iura atque legatos. Et quaedam quod falso usurpaverant sponte omisere; multae vetustis superstitionibus aut meritis in populum Romanum fidebant, magnaque eius diei species fuit, quo senatus maiorum beneficia, sociorum pacta, regum etiam qui ante vim Romanum valuerant decreta ipsorumque numinum religiones introspexit, libero, ut quondam, quid firmaret mutaretve.

TACITUS.

Explain the construction "libero," &c.

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Appendix.
Section III, VI.
Examination Questions.
Male Teachers.
Papers.
New Programme.

SECTION B.

4. Translate into English :—

Eheu fugaces, Postume, Postume,
Labuntur anni; nec pietas moram
  Rugis et instanti senectae
    Afferet, indomitaeque morti;—
Non, si trecenis, quotquot eunt dies
Amice, places illacrimabilem
  Plutona tauris, qui ter amplum
    Geryonen Tityonque tristi
Compescit unda, scilicet omnibus
Quicumque terrae munere vescimur,
  Enaviganda, sive reges,
    Sive inopes erimus coloni.
Frustra cruento Marte carebimus,
Fractisque rauci fluctibus Hadriae;
  Frustra per auctumnos nocentem
    Corporibus metuemus Austrum:
Visendus ater flumine languido
Cocytus errans, et Danai genus
  Infame, damnatusque longi
    Sisyphus Aeolides laboris.

HORACE.

Also—

(*a.*) Scan the first stanza.
(*b.*) Write a note on the construction damnatus—laboris.
(*c.*) Parse inopes, infame.

5. Translate into English :—

Funus sine imaginibus et pompa per laudes ac memoriam virtutum eius celebre fuit. Et erant qui formam, aetatem, genus mortis, ob propinquitatem etiam locorum, in quibus interiit, magni Alexandri fatis adaequarent. Nam utrumque corpore decoro, genere insigni, haud multum triginta annos egressum, suorum insidiis externas inter gentes occidisse: sed hunc mitem erga amicos, modicum voluptatum, uno matrimonio, certis liberis egisse, neque minus proeliatorem, etiam si temeritas afuerit praepeditusque sit perculsas tot victoriis Germanias servitio premere, quod si solus arbiter rerum, si iure et nomine regio fuisset, tanto promptius adsecuturum gloriam militiae, quantum clementia, temperantia, ceteris bonis artibus praestitisset.

TACITUS.

Also—

(*a.*) Parse *modicum* and *perculsas.*
(*b.*) What is the ellipsis after "egisse"?
(*c.*) What were "imagines"?

SECTION C.

6. Give a brief account of the life and works of:
  I. Titus Livius;
  II. Terentius Afer;
  III. Valerius Catullus.

Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme

7. Who were the respective authors of the following works:—

I. De rerum natura;
II. Letters to Atticus;
III. Bellum Jugurthinum.

Describe briefly the matter and style of any two of these works.

8. Describe in full the organization of the "legion," and state the changes in the *personnel* of the Roman army (*a*) introduced by Marius, and (*b*) brought about by force of circumstances under the Emperors.

9.—I. What place did Minerva, Mercury, and Ceres occupy respectively in the Roman religion?

II. What was the Rex sacrificus, and when was the office instituted?

III. What class of Roman priests wore the trabea and bore the lituus.

10.—I. What days of the Roman months were termed the Nones?

II. Express in Latin:—26th December, 19th February, 3rd July?

III. Distinguish between feriae stativae, feriae conceptivae, and feriae imperativae.

LATIN (Second Paper): Prose Composition; Translation of unprescribed passage; History.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least to be taken from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into Latin:—

When Spain was thus speedily conquered, Caesar departed in all haste for Massilia, where the inhabitants, confined to their walls by two defeats at sea, were already reduced to extremity. They surrendered to him, and delivered up their arms, their vessels, and their public treasure, in anticipation of his accustomed clemency. Domitius, however, escaped once more, and rejoined his associates in Epirus. Massilia was allowed to retain her independence, but her disasters seemed to shatter the foundations of her prosperity, and she never recovered her former eminence.

2. Translate into Latin:—

The fortunes of naval war remained on the whole pretty evenly balanced between them. But in the meantime the exultation at Rome was unbounded. She assigned her admiral the honour of a triumph, and erected a column in the forum to commemorate his singular achievement; it was decreed that he should never go through the city at night without a procession of torchbearers to illuminate his passage. The Romans now found themselves strong enough to divide their forces and attack simultaneously Corsica and Sicily.

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Appendix.

Section III., VI.

Examination Questions.

Male Teachers.

A Papers.

New Programme.

SECTION B.

3. Translate into English :—

At Venus interea Neptunum exercita curis
Adloquitur, talisque effundit pectore questus ;
Junonis gravis ira nec exsaturabilo pectus
Cogunt me, Neptune, preces descendere in omnis,
Quam nec longa dies, pietas nec mitigat ulla,
Nec Jovis imperio, fatisque infracta quiescit.
Non media de gente Phrygum exedisse nefandis
Urbem odiis satis est, nec poenam traxe per omnem
Reliquias Trojae, cineres atque ossa peremptae
Insequitur. Causas tanti sciat illa furoris.
Ipse mihi nuper Libycis tu testis in undis
Quam molem subito excierit ; maria omnia caelo
Miscuit ; aeoliis nequiquam freta procellis,
In regnis hoc ausa tuis.

4. Translate into English :—

Is metu Germanici fidus Romanis, aequabilis in suos, mox superbiam in nos, saevitiam in populares sumpsit, fretus bellis, quae secunda adversum circumiectas nationes exercuerat, et senectutem Tiberii ut inermem despiciens avidusque Armeniae, cui defuncto rege Artaxia Arsacen liberorum suorum veterrimum inposuit, addita contumelia et missis qui gazam a Vonone relictam in Syria Ciliciaque reposcerent ; simul veteres Persarum ac Macedonum terminos, seque invasurum possessa primum Cyro et post Alexandro per vaniloquentiam ac minas iaciebat. Sed Parthis mittendi secretos nuntios validissimum auctor fuit Sinnaces, insigni familia ac perinde opibus, et proximus huic Abdus ademptae virilitatis. Non despectum id apud barbaros ultroque potentiam habet.

TACITUS.

SECTION C.

5. What is Mommsen's view as to the original elements of the Roman people ?

6. Give an account of the early Greek settlements in Italy, and say when first any of these States came into contact with Rome.

7. Write notes on Roman agriculture and Roman commerce during the period prescribed.

8. Write an account of the changes described by Mommsen under the head of "the equalization of the orders."

9. Give a description of the struggle with Pyrrhus, its causes, and its conclusion.

10. (*a*.) For what is the name of Appius Claudius famous in the economic history of Rome ?

(*b*.) Write a note on Etruscan art.

Appendix, Section III., VI. Examination Questions. *Male Teachers.* A Papers. New Programme.

IRISH (First Paper).—100 Marks.

The prescribed Works; Grammar; Translation from English into Irish; Prosody.

Two hours allowed for this paper.

N B.—*Only five questions to be attempted, one from each section. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, twenty marks being allowed for each.

Dr. Moran, Head Inspector.
Mr. Lehane, District Inspector.

Section I.

1. Translate into Irish:

As I was apprehensive this answer might draw on a repartee, making up by abuse what it wanted in wit, I changed the subject by seeming to wonder what could keep our son so long at the fair, as it was now almost night-fall. "Never mind our son," cried my wife, "depend upon it he knows what he is about. I'll warrant we'll never see him sell his hen of a rainy day. I have seen him buy such bargains as would amaze one. I'll tell you a good story about that, that will make you split your sides laughing."

Section II.

2. Translate into English :—

Atbert iarum Dair fria múinntir: Is nár dúib cen ċalmai do dénum olse, a ḟiru na h-Assia. Ad luathi bar n-graide, ad timmdai bár n-dagairmm; ad calmai bar curaid, ad treoin bar ḟir; ruidleas dib in tír gádachai cosnam ocus is Persa bar leath; ocus tachraid for céill ocus airem daib seanċassai ocus senscelai bar múinntire ocus bar ceand remaib. Toich dib immiperdacht ocus énrige in talman

3. Translate into English :—

Tancatar oirċinnig ocus daigḟir ocus toísig meic n-Israel ocus mor druing in ḟopuil Israelda dia chomairle indochumm in uasalsacairt sin .i. Íothár. Atbertsatar ba cóir dún, ol siat, teċtha uann fri h-imachor ar sída ocus ar caínduṫrachta ocus ar córa co Alaxandir, ar ní mait atát na catracha o ndechad gan a réir do. Atbert Íothár, ba córa dún, ol sé, immochar ar sída ocus ar caínduṫraċta fri ar ndia fesin.

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Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

SECTION III.

4. Translate into English :—

Agus dubairt an Tigearna le Maoise: Tar ċugam-sa suas air an t-sliaḃ, agus bí ann sin: agus do ḃéarfaiḋ mise Cláir cloiċe duit, agus dlíġeaḋ, agus aiṫeanta noċ do scríoḃ mé: ionnos go múinfiḋ tusa iad. D'éiriġ Maoise suas, agus a oglaċ Iosua: agus do ċuaiḋ Maoise suas air sliaḃ Dé. Agus dubairt sé leis na sinsearaiḃ: Fanuiḋ-se an̄ so nó go d-tigfamuid arís ċugaiḃ: atá Aron agus Hur búr ḃ-foċair; má ḃiḋeann cúis air biṫ le socruġaḋ, tigeaḋ-se ċuca-san.

5. Translate into English :—

Agus do rin̄e Beseleel an airc de ċran̄ Setim: dā ḃanláiṁ go leiṫ an̄ fad, agus banláiṁ go leiṫ an̄ leiṫead agus banláiṁ go leiṫ an̄ h-áirde. Agus d' ḟoluiġ í le ór fíorġlan amuiġ agus a stiġ. Agus do rinne coróin d'óir timċioll fá ċuairt. Teilgeaḋ ceiṫre ḟáinne d'óir aig' a ceiṫre coirnéalaiḃ; dá ḟáinne air aon taoḃ di agus dá ḟáinne air an taoḃ eile di. Agus do rin̄e sé maidiḋ do ċran̄ Setim, agus d' ḟoluiġ sé le ór iad.

SECTION IV.

6. Translate into Engilsh :—

Mairsin dó seaċt mbleadna, gus an aoine 'nar croċaḋ Criost, do réir droinge re seancus: agus mar do ċonnairc claoċlóḋ neaṁġnáṫaċ na ndúl, agus urróuḃaḋ na gréine san easga lán, fiafraiġeas do Ḃacraċ, draoi do Laignib do ḃí na ḟoċair, créad da ttáinig an ṁalairt neaṁġnáṫaċ sin for na duiliḃ. Iosa Criost Mac Dé, ar an draoi, atá aga ḃásúġaḋ anois ag Iúdaiġiḃ.

7. Translate into English :—

Do ṫugamar ár g-cúl don dún
As ár steud fúinn fá Laiṫ-réim—
Ba luaite linn an t-eaċ bán
'Na gaoṫ Ṁhárta ar ḋruim sléiḃ'
Nír ḃ'ḟada gur ḋorċuiġ an speur
'S gur éiriġ gaoṫ in gaċ aon áird
Do las an ṁór-ṁuir ṁear go treun
Sní raiḃ aṁarc gréin le fáġail
Sealad dúinn ag aṁarc na neul
'S ar na reultaiḃ bí fá smúid—
D' ísliġ an t-anfaḋ agus an gaoṫ
'S do ḟoillsiġ Phoebus ór ár g-cionn.

Appendix.

Section III., VI.

Examination Questions.

Male Teachers.

A Papers.

New Programme.

SECTION V.

8. What changes, if any, does an adjective undergo in the following positions :—

(*a*) when it immediately follows its noun ;
(*b*) when it precedes its noun ;
(*c*) when it follows two or more nouns all of which it qualifies ;
(*d*) when it is ascribed to a noun by a verb ?

9. Comment on the position of the accent on words of two and three syllables in the north and in the south of Ireland.

10. What is meant by uaim, ꝼioꞃ-uaim, and ꞃinn ?

IRISH (SECOND PAPER).—100 Marks.

A short letter in Irish : History of Ireland.

Two hours allowed for this paper.

N.B.—*Question No. 1 is obligatory. In addition to it only four questions are to be attempted. The Examiner will read only the letter and the first four other answers left uncancelled.*

The Questions in this Paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.
Mr. LEHANE, District Inspector.

1. Write, in Irish, a letter on *Your favourite town*, OR, on *Railways*.

2. Give an account of the events that led to Desmond's insurrection.

3. Give a short account of the condition of Ireland on the accession of Queen Mary in 1553.

4. Describe the Earl of Essex's career in Ireland.

5. Give an account of the capture of Hugh Roe O'Donnell in Lough Swilly.

6. State your opinion of the policy of the Great Hugh O'Neill up to 1597.

7. Describe the battle of Kinsale. When was it fought ?

8. What historical events are associated with the following names :—Mullaghmast, Pass of Plumes, and Dun-an-oir ?

9. Where is Dunbui ? Give an account of its siege and capture.

10. What was the character of Sir Richard Bingham ? To what portions of the country were his expeditions chiefly confined ?

MATHEMATICS (FIRST PAPER) : Algebra ; Plane and Spherical Trigonometry.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, and C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. MCCLINTOCK, District Inspector.

SECTION A.

1. (*a*.) Find the number of permutations of n things taken altogether, only p of which are different.

Appendix.

Section III., VI.

Examination Questions.

Male Teachers.

A Papers.

New Programme.

(*b.*) Find in its simplest form the ratio of the number of combinations of 9 different things taken 5 at a time, to the number of permutations of 6 different things taken all together.

2. (*a.*) Prove that $a^x = 1 + (\log_e a)x + \frac{(\log_e a)^2 x^2}{\underline{|2}} + \frac{(\log_e a)^3 x^3}{\underline{|3}} + \ldots$

where $e = 1 + 1 + \frac{1}{\underline{|2}} + \frac{1}{\underline{|3}} + \frac{1}{\underline{|4}} + \ldots\ldots$

(*b.*) If $\log_l x$, $\log_m x$, $\log_n x$ be in Harmonical Progression, prove that l, m, and n are in Arithmetical Progression.

3. Find the sum of—

$$(a.)\ 1 + \frac{1}{4} + \frac{1 \times 3}{4 \times 8} + \frac{1 \times 3 \times 5}{4 \times 8 \times 12} + \ldots \text{ to infinity.}$$

$$(b.)\ \frac{1}{1 \times 4} + \frac{1}{2 \times 5} + \frac{1}{3 \times 6} + \frac{1}{4 \times 7} + \ldots \text{ to } n \text{ terms.}$$

4. (*a*) Suppose that there are two independent events of which the respective probabilities are known; estimate the probability that both will happen.

(*b.*) What is the chance of drawing two black balls and one green ball from a bag containing 12 black balls, 4 green balls, and 8 blue balls?

SECTION B.

5. Prove that $\cos n\theta + \sqrt{-1}\sin n\theta = (\cos\theta + \sqrt{-1}\sin\theta)^n$, whatever be the value of n – positive or negative, integral or fractional.

6. The perpendiculars from the angles of a plane triangle ABC meet in a point P; prove by trigonometry that $PA + PB + PC = 2(R + r)$, R and r being respectively the radii of the circles described about and within the triangle.

7. If $\sin 2(A + B) + \sin 2A = 2\sin 2B$, prove that—
$$\tan(A + B) = 3\tan A.$$

SECTION C.

8. Find the angular radius of the small circle described about a given spherical triangle ABC in terms of the sides of the triangle.

9. The arc of a great circle bisecting the sides AB and AC of a spherical triangle cuts BC produced in Q; prove that—

$$\cos AQ = \frac{\sin\frac{1}{2}(c + b)\ \sin\frac{1}{2}(c - b)}{\sin\frac{1}{2}a}.$$

10. If ABC be a spherical triangle in which C is a right angle, prove the following relations—

(*a.*) $\cos A = \cot c \tan b = \cos a \sin B$.

(*b.*) $\sin\frac{1}{2}E = \frac{\sin\frac{1}{2}a \sin\frac{1}{2}b}{\cos\frac{1}{2}c}$, where E is the spherical excess.

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Appendix,
Section III.,
VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

MATHEMATICS (Second Paper): Geometry and Analytical Geometry.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Prove that the volume of a sphere is equal to two-thirds of the volume of the circumscribing cylinder.

2. The equations of the sides of a triangle are—

$$y = m_1 x + c_1$$
$$y = m_2 x + c_2$$
$$x = 0.$$

Show that its area is—

$$\frac{\frac{1}{2}(c_1 - c_2)^2}{m_2 - m_1}$$

3. An ellipse is defined as the locus of a point which moves so that the sum of its distances from two fixed points is constant. Find from this definition the equation of the curve.

4. The equation of a circle is—

$$x^2 + y^2 - 6x - 2y + 8 = 0,$$

find its centre, its radius, and the tangents to it from the origin.

5. A sphere is inscribed in a cone, v_1 and v_2 are their volumes respectively, and s_1 and s_1 their superficial areas. Prove that—

$$\frac{v_1}{v_2} = \frac{s_1}{s_2}.$$

6. Find the equation of the tangent to a parabola from any point on it, and prove that this tangent and the perpendicular to it from the focus meet on the tangent from the vertex.

7. Prove that each of the three diagonals of a quadrilateral is divided harmonically by the other two diagonals.

8. A point moves so that the square of its distance from a fixed point varies as its distance from a fixed straight line; show that its locus is a circle.

9. OA and OB are two fixed straight lines, A and B being fixed points, P and Q are two points on these lines so that $\frac{AP}{BQ}$ is constant. Prove that the locus of the middle point of PQ is a straight line.

10. The co-ordinates of two points are 3, 1, and 2, 3; find the equation of the line joining them, and of the line perpendicular to this line and cutting off an intercept equal to k on the axis of X.

Appendix
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

HISTORY (First Paper): Civil History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper

N.B.—*Only five questions are to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. Give a full account of the attacks on Spain by the English subsequent to the defeat of the Armada in 1588.

2. Give the Chief arrangements for the Plantation of Ulster in the reign of James I.

3. Describe the Scottish Insurrection against Charles I. between 1638 and 1640.

4. Describe the relations of England with Foreign Powers under the Commonwealth.

5. Give the principal terms of the treaties by which England engaged in, and retired from the War of the Spanish Succession.

6. What were the main provisions of :—
   The Declaration from Breda ;
   The first Triple Alliance;
   The Treaty of Dover;
   The first peace of Aix-la-Chapelle?

7. How do you account for the decay of Marlborough's influence and the rise of that of Harley in the reign of Queen Anne?

8. Give an account of the following enterprises :—
(*a*.) The English expedition against Copenhagen in 1807 ;
(*b*.) The Walcheren expedition.

9. State all you know of the battles of the Dunes, Fuentes d'Onoro, Barossa, and Albuera.

10. Narrate, as fully as you can, the circumstances which, in each case, led to the following treaties :—
(*a*.) The second Triple Alliance;
(*b*.) The first Quadruple Alliance;
(*c*.) The second Quadruple Alliance;
(*d*) The Family Compact.

HISTORY (Second Paper): Constitutional History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. State the provisions of the Habeas Corpus Act of 1679. What were the defects of this celebrated statute?

2. State fully the questions of great constitutional importance to which the impeachment of Thomas Osborne, Earl of Danby, in the reign of Charles II., gave rise.

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Appendix.
Section III., VI.
Examination Questions.
Male Teachers.
A Papers.
New Programme.

3. Give as many instances as you can of what may be considered unconstitutional procedure on the part of the Long Parliament before the Civil War.

4. Trace the rise and growth of the power of the Cabinet in the government of England.

5. Trace the origin and development of a standing army in England.

6. Omitting the Bill of Rights, state briefly the improvements effected in the Constitution of Great Britain and Ireland under William III.

7. What constitutional privileges were won from the Crown by the Commons in the reign of James I.?

8. What were the provisions of the proposed Peerage Bill in the reign of George I.? What would have been the effect of such a measure on the constitution?

9. Give as many examples as you can of unconstitutional government under the protectorate of Cromwell.

10. What resistance was made by the House of Commons to the following claims of the House of Lords; and what was the result in each case?—(*a*) An original jurisdiction in civil suits; (*b*) The right of hearing appeals from courts of equity.

Section III., VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

VII.—Questions set to Male Candidates for First Class, Second Division, and for Second Class.

PENMANSHIP—50 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Write out:—

(*As a headline in large hand.*)
Rokeby and Mortham proved their might.

(*As headlines in small hand.*)
He, that by the plough would thrive,
Himself must either hold or drive.

(*In a neat legible hand.*)
"Cold is Cadwallo's tongue,
That hushed the stormy main;
Brave Urien sleeps upon his craggy bed:
Mountains! ye mourn in vain
Modred, whose magic song
Made huge Plinlimmon bow his cloud-topped head."

These securities availed not, however, against James II., who employed the Island of St. Nicholas, in Plymouth Harbour, for a State prison, in the same way that Cromwell had before made use of the Isle of Jersey. Since the Revolution, however, the Act of *Habeas Corpus*, when in operation, has always been found of power to protect the subject. The very suspensions of this Act prove its practical efficacy when in force, as much as the renewals of *Magna Charta* prove the practical inefficacy of that great compact.

For Dictation see page 130.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis, and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Salanio.— Now, *what news* on the Rialto?

Salarino.— *Why*, *yet it* lives there unchecked, that Antonio *hath*
a ship of rich *lading wrecked* on the narrow seas;
the *Goodwins*, I think they call the place; a very
dangerous *flat* and *fatal*, where the carcases of many
a tall ship lie buried, as they *say*, if my *gossip Report*
be an honest woman of her word.

Salanio.— I *would* she *were as lying* a gossip in *that as* ever
knapped ginger or *made* her neighbours *believe* she
wept for the death of a third husband.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence:

If thou cut'st more
Or less than a just pound, be it but so much
As makes it light or heavy in the substance,
Or the division of the twentieth part
Of one poor scruple, nay, if the scale do turn
But in the estimation of a hair,
Thou diest and all thy goods are confiscate.

3. Classify mutes according to the organs of pronunciation, and name the letters in each class.

4. What modes of forming the plural existed in Early English? What traces still remain of these plurals?

5. Trace the derivations of:—*must, may, rather, sodden, eulogy, period, imprison, chance, preface, poverty, square, execute.*

6. Correct (giving your reasons) or justify the following expressions:—

(*a*.) Neither we nor he is going.
(*b*.) I meant to have answered you.
(*c*.) The Royal Family takes rank before the Peers of the Realm.
(*d*.) That is seldom or ever true.

7. Define a gerund; and describe clearly how its function differs from the functions of forms which are apparently identical. Illustrate by examples.

8. "Relatives are sometimes used to restrict, limit, or define the meaning, and sometimes to introduce an additional statement (continuative)." Give examples of these uses, employing the appropriate relative in each case.

9. How are subordinate sentences in analysis classified? Name these classes, and give an example of each.

Appendix.
Section III., VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

10. Describe the following :—

Heroic Couplet ;
Alexandrine Verse
Alliteration ;
Elegiac Verse ;

and give examples.

ENGLISH COMPOSITION.—50 Marks

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. Expeditions to the North Pole.
2. "The words of a talebearer are as wounds."

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map showing the boundaries of the counties on the east coast of Scotland from Moray Firth to the Firth of Forth, and mark, as far as is possible, within the limits of those counties, the courses of the principal rivers.

2. On a skeleton map of England mark the positions of the rivers Severn, Wear, Ribble, and Wye ; of Snowdon, the Cotswold Hills, the Mendip Hills ; and of the towns of Gloucester, Durham, and Preston.

3. Explain the dependence of the monsoons of the Indian Ocean on the position of the sun, whether north or south of the equator.

4. Give an account of New South Wales under the following heads : —boundaries, mineral resources, chief towns.

5. What and where are—Butterton, Swansea, Ben Lawers, Peshawur, Basutoland, Sark, Whitlesea Mere ?

6. What are the principal exports of the United Kingdom ? What commodities are imported in exchange from the Dominion of Canada, India, and Cape Colony respectively ?

7. Give a description of the Himalayas as regards (1) variety of aspect and vegetation, (2) elevation, (3) passes.

8. Give an account of the river systems of North America.

9. Give as full an account as you can of the commercial importance of Liverpool, Manchester, Birmingham, Glasgow.

10. Describe the geographical area covered by the Bengal Presidency. Name its provinces, with a town in each.

Appendix.
Section III.
VII
Examination Questions.
Male Teachers.
B Papers.
New Programme.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. What literary work is most prominently identified with each of the following names:—

(*a*.) George Gascoigne.
(*b*.) Robert Burton.
(*c*.) Thomas Hobbes.
(*d*.) Samuel Butler.
(*e*.) Izaak Walton?

2. Tell what you know of the Polyolbion.

3. How does Bacon, in his Novum Organum, classify the false appearances, which he regards as the sources of error? Explain the terms which he employs in his classification.

4. Mention the probable sources from which Shakespeare derived the materials for—

(*a*.) Much Ado about Nothing;
(*b*.) A Midsummer Night's Dream;
(*c*.) The Comedy of Errors;
(*d*.) Twelfth Night;
(*e*.) Two Gentlemen of Verona;
(*f*.) As You Like it;
(*g*.) Measure for Measure.

5. Delineate the character of Shylock, illustrating by quotations from the play.

6. What are the causes and motives of sedition mentioned by Bacon? What remedies does he recommend?

7. Quote Antonio's reply to Shylock's address, beginning—

"Signior Antonio, many a time and oft
In the Rialto you have rated me."

8. What does Bacon say of the passions and studies of the mind, as affecting health?

9. Explain the words italicised in the following extracts, and say by whom they were used—

(*a*.) "Yet his means are in *supposition*."
(*b*.) "His Master and he are scarce *cater-cousins*."
(*c*.) "Give him a livery more *guarded* than *his fellows*."
(*d*.) "The *scarfed* bark puts from her native bay."
(*e*.) "A kind of boy, a little *scrubbed* boy."
(*f*.) "Supply your present wants and take no *doit*."
(*g*.) "I have *set up my rest* to run away."

10. Give the substance of Portia's description of her French suitor and of her English suitor.

G 2

Appendix.

Section III, VII.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. At what price per lb. must a merchant sell tea which cost £18 4*s*. per cwt., so that on every £364 of outlay he may gain the selling price of 3 cwts. 3 qrs.?

2. Establish a rule for finding the present value of an annuity payable for a certain number of years, allowing a given rate per cent. per annum compound interest.

3. A person buys 6 per cent. bonds, the interest on which is payable yearly, and which are to be paid off at par 3 years after the time of purchase. If money be worth 5 per cent., what price should he give for the bonds? (Compound interest is to be allowed.)

4. "The terms of a fraction which is in its simplest form are measures, respectively, of the terms of every other fraction of equal value." Prove this.

5. Multiply 6*t*708*e* by 49*e*8*t* in the scale of 12, and extract the square root of the product to one decimal place.

6. If the *present worth* of a certain sum due after a given time and at a given rate be £6,400, and if the same sum in the same time and at the same rate would amount to £10,424 8*s*. 2·4*d*. Find the sum.

7. Give the mantissæ of the logarithms of the following numbers:—2289, 343, 1092, 854, 855677 to be ·3596458, ·5352941, ·0382226, ·9314579, and ·9323102 respectively; find the value of—

$$\sqrt{2289 \times 343 \times 1092 \times 854}.$$

8. If I owe £403 17*s*. 8*d*. to be paid in 4 months' time, and I pay £150 10*s*. now, what extension of time ought to be allowed me for the payment of the remainder, reckoning money to be worth 5 per cent. per annum simple interest?

9. What is meant by a harmonic series? Write out ten terms of such a series, and state and prove the law which holds between any term and its two adjacent terms.

10. Any sum of money may be expressed in pounds, twelfths of a pound, and a proper fraction of a twelfth; and 5 per cent. on the sum may be immediately obtained by considering the pounds as shillings, the twelfths as pence, and the fraction of a twelfth as the same fraction of a penny.

(1.) Explain the reason of this.
(2.) Hence find 5 per cent. on £668 7*s*. 11*d*.
(3.) Deduce $5\frac{1}{2}$ per cent. on same sum.

Appendix.

Section III., VII.

Examination Questions.

Male Teachers,

B Papers.

New Programme.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. Resolve into its simplest factors the expression—

$$(x+y)^7 - x^7 - y^7.$$

2. Supposing a, b, and c to be unequal, prove that $a^2+b^2+c^2$ is greater than $ab+bc+ca$ for all real values of a, b, c.

3. If s_n represent the sum of n terms of a given geometric series, find the sum of—

$$s_1 + s_2 + s_3 + \quad . \quad . \quad . \quad . \quad + s_n.$$

4. Assuming that $a^m \times a^n = a^{m+n}$ where m and n are positive integers, prove that this identity holds universally where m and n may have any real values, positive or negative, whole or fractional.

5. Find from first principles the general term of the expansion $(x+a)^n$, n being a positive integer.

6. Sum to n terms the series—

$$1.2 + 2.3 + 3.4 + \quad . \quad . \quad .$$

7. Solve the equations—

$$(x+y)(x+z) = 30.$$
$$(y+z)(y+x) = 15.$$
$$(z+x)(z+y) = 18.$$

8. If $\dfrac{x}{b+c-a} = \dfrac{y}{c+a-b} = \dfrac{z}{a+b-c}$

then $$\frac{x+y+z}{a+b+c} = \frac{x(y+z)+y(z+x)+z(x+y)}{2(ax+by+cz)}.$$

9. If $(x+y+z)\left(\dfrac{1}{x}+\dfrac{1}{y}+\dfrac{1}{z}\right) = 1$, then the sum of some two of the quantities (x, y, z) must be zero.

10. Solve the equations—

$$x + 2y + 3z = 14$$
$$2xy + 3xz = 13$$
$$yz = 6$$

finding real numerical values for x, y, z.

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GEOMETRY.—70 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each. Only geometrical solutions will be accepted and only the propositions of Euclid may be assumed.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Prove that the sides about the equal angles of equiangular triangles are proportional, and that those opposite equal angles are homologous (10 marks); and show that if two sides of a triangle be unequal the sum of the greater side and the perpendicular on it from the opposite angle is greater than the sum of the less side and the perpendicular on it from the opposite angle (4 marks).

2. If four lines be proportional the rectangle under the extremes is equal to the rectangle under the means. Prove this (10 marks). Show also, if the bisector of the vertical angle of a triangle meets the base, the rectangle under the segments of the base together with the square of the bisector is equal to the rectangle contained by the sides (4 marks).

3. Prove that if a secant be drawn to a circle from a point outside it, the rectangle contained by the whole secant and the part outside the circle is equal to the square of the tangent to the circle from the point (10 marks); and show that if AB be the diameter of a circle and AC and AD two chords meeting tangent at B in E and F, a circle through C, D, and E will pass through F (4 marks).

4. Prove that the straight line which bisects the vertical angle of a triangle divides the base into segments proportional to the adjacent sides (10 marks). Show also that if the base be produced the internal and external bisectors of the vertical angle divide it harmonically (4 marks).

5. Describe a triangle having its three sides equal to three given lines any two of which are greater than the third. Give a full proof (10 marks); and construct a triangle having given the three bisectors of the sides (4 marks).

6. Prove that if a secant and a tangent be drawn to a circle from a given point the square on the tangent is equal to the rectangle contained by the whole secant and the part of it outside the circle (10 marks). Show also that if two lines AB and CD meet in a point P, so that AP·PB is equal to CP·PD, the four points A, B, C, and D lie on the circumference of a circle (4 marks).

7. Find a mean proportional between two given lines (10 marks); and show that if two circles touch externally their common tangent is a mean proportional between their diameters (4 marks).

8. Prove that equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides (10 marks). Show also that triangles which have one angle of the one equal or supplemental to one angle of the other are to one another in the ratio of the rectangles of the sides about those angles (4 marks).

9. Prove that angles in the same segment of a circle are equal (10 marks); and show that in any triangle the perpendicular to the base through its middle point meets the internal and external bisectors of the vertical angle at points on the circumscribed circle (4 marks).

10. Inscribe in a triangle a parallelogram of given area less than half the area of the triangle (10 marks); and construct a parallelogram having given the diagonals and a side (4 marks).

Appendix.

Section III. VII.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

MENSURATION—30 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. All the questions in this paper are of equal value, six marks being assigned to each.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. The radius of the base of the segment of a sphere is 24 inches and its height 12 inches: find its volume and the area of its convex surface.

2. The radii of the ends of the frustum of a right circular cone are 4 and 3 yards, and the perpendicular height 5 yards; find the volume of the cone from which the frustum is taken.

3. A bowl is in the shape of the zone of a sphere, the radius of the top being 16 inches and of the bottom 4 inches. Its depth is 10 inches. Find the number of cubic inches of water it will hold.

4. Find the external radius of a hollow sphere one inch thick, the material of which is of the same volume as a solid sphere whose radius is 7 inches.

5. The edges of a cube are 14 inches in length. One of the corners is cut off so as to form a pyramid, and each of its edges terminating in the solid angle of the cube cut off is 6 inches in length. Find the volume of the solid that remains.

6. A hemispherical bowl having an internal diameter of 10 inches has within it a solid cone placed vertically with its apex at bottom and its base level with the rim of the bowl. The radius of the base of the cone is 4 inches. What volume of water will fill the bowl, supposing the cone not to be moved?

7. The outer surface of a factory chimney whose height is 100 feet is of a regular octagonal shape, the side of the octagon at the bottom being 5 feet and at the top 2 feet. The flue is in the form of a circular cylinder whose diameter is 3 feet, find the solidity of the chimney.

8. A shed is 100 feet in length and 40 feet in breadth. It has a circular vaulted roof, the height of the ridge above the eaves being 8 feet, find the cost of painting the roof at $2\frac{1}{2}d.$ per square yard.

9. A sphere and a hollow cylinder have each a radius of $3\frac{1}{2}$ inches, and the length of the cylinder is equal to its circumference. When the sphere is enclosed in the cylinder how many cubic inches will the remainder of the cylinder contain?

10. A rectangular garden 40 yards in length and 30 yards wide contains four equal crescent-shaped flower beds, each formed by two intersecting circles, whose common chord is 4 yards, and whose heights are 1 yard and $2\frac{1}{2}$ yards; find the cost of covering the rest of the space with grass at $6\frac{1}{2}d.$ per square yard.

Appendix. Section III., VII. Examination Questions. *Male Teachers.* B Papers. New Programme.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector

1.

		£	s.	d.
July 1.	Cash in hands,	200	0	0
,, ,,	Cash at bank,	500	0	0
,, ,,	William Smith's acceptance of my draft, due Aug. 1,	150	0	0
,, ,,	Goods on hand,	600	0	0
,, ,,	India stock £1,000, valued at 105,	1,050	0	0
,, ,,	My acceptance of George Brown's draft, due July 10,	200	0	0
,, 3.	Sold George Brown goods,	100	0	0
,, 5.	Received dividend on India stock,	15	0	0
,, 10.	Paid by cheque my acceptance, due this day,	200	0	0
,, 15.	Bought goods from William Smith, and paid on account thereof £50 in cash and £50 by cheque,	200	0	0
,, 20.	Sold £200 India stock at 110,	220	0	0
,, 25.	Paid into bank,	50	0	0
,, 26.	Accepted William Smith's draft at 1 month,	50	0	0
,, 27.	Paid to my account in bank William Smith's acceptance . . . £150 less discount . . . 1	149	0	0
,, 30.	Paid clerk's salary by cheque,	10	0	0
,, 31.	Goods on hand valued at, India stock valued at 107½.	650	0	0

Journalize the foregoing transactions.

2. Post same into Ledger; balance and close the accounts.
3. Make out a Trial Balance.
4. Draw up a Balance Sheet.
5. Explain the items in the following Ledger account in John Garvin's books:—

Dr.	£	s.	d.	John Hunt.	£	s.	d. Cr.
July 1. To tea,	100	0	0	July 3. By cash,	50	0	0
,, 15. To sugar,	150	0	0	,, 20. By bills payable,	150	0	0
				,, 31. By balance,	50	0	0
	250	0	0		250	0	0

6. Journalize the following entries:—

	£	s.	d.
(*a*.) Estimated depreciation of premises,	100	0	0
(*b*.) Wrote off balance on J. West's account as a bad debt,	150	0	0
(*c*.) Petty expenses paid for 1 month,	5	0	0
(*d*.) Drew out cash on private account,	10	0	0

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Appendix.
Section III.
VII.
Examination Questions.
Male Teachers
B Papers.
New Programme.

7. William Jones paid £50 into the Ulster Bank to the credit of William Morwood, and advised him that he did so at the request and on account of James Dawson.

What journal entries should be made by—

(*a.*) William Jones;
(*b.*) Ulster Bank;
(*c.*) William Morwood;
and (*d.*) James Dawson?

8.

	£	s.	d.
July 1. James Henry's acceptance to me was returned dishonoured,	50	0	0
„ „ Paid expenses in connexion with same,	1	0	0
„ 10. Cash received of James Henry on account of dishonoured bill,	20	0	0

Journalize the foregoing transactions.

9. William Reid enclosed a Bill Receivable for £50 to George White to be discounted, and he directed White to pay the proceeds to John Nash on his (Reid's) account. White accordingly paid £47 10*s.* to Nash, having deducted £2 10*s.* for discount. Give the journal entries which should be made by Reid, White, and Nash respectively.

10.

	£	s.	d.
Jan. 1. Bought for cash, 1,000 lbs. tea, at 2*s.* per lb.,	100	0	0
„ „ Received discount on ditto,	1	0	0
„ 2. Used 5 lbs. tea as samples in the house,	0	10	0
„ 10. 10 lbs. tea damaged and unsaleable,	1	0	0
„ 15. Received my legacy from the executors of John Goodbody,	100	0	0

Journalize the foregoing transactions.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Smith, District Inspector.

1. By what agencies is the dormant matter of the soil brought into an active state? Describe their operation.

2. What is the nature and purpose of *sub-soiling*? When is it useless?

3. State the elements of fertilization in guano, and the classes of soils and crops for which it is best suited.

4. (*a*) What is meant by green-manuring? (*b*.) State the advantages claimed for it.

Appendix. Section III. VII. Examination Questions. *Male Teachers.* B Papers. New Programme.

5. What are the agencies necessary for proper germination? Explain the functions discharged by each.

6. (*a.*) State the two principal advantages arising from irrigation.
(*b.*) Under what circumstances is it useless?

7. (*a.*) Name the principal insect pests that harass the farmer.
(*b.*) How may their ravages be prevented?

8. Describe the different functions discharged by the leaves and by the roots of plants in promoting their growth.

9. Describe the proper winter feeding of young sheep.

10. Describe the mode of effecting the mechanical analysis of a soil. What is its object?

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. To what are inattention and want of application of infants under instruction to be attributed?

2. Explain, as to a class, each step in the process of extracting the square root.

3. What are the mental operations denoted by imagination? Show the importance of this faculty in school education, and how it is called into exercise.

4. Where should we look for the source of the most effective influence which the school brings to bear on the formation of the character of the pupil? Explain fully.

5. Show that the teacher who allows his pupils to acquire the habit of reading without understanding violates a fundamental principle of teaching.

6. Write a full list of the questions you would ask a boy learning the twelfth proposition of the first book of Euclid. What part of the proposition should be remembered verbatim, and what otherwise?

7. Give instructions regarding the setting of written home exercises; the subjects for different classes; their number, marking, and correction.

8. A school of 120 children has one female and two male teachers and two monitors. There are two class-rooms. Needlework, agriculture, grammar, and geography are taught during ordinary school hours, from 10 to 3 o'clock. Draw up a suitable time table, giving such explanatory notes as you deem needful.

9. Write notes for a lesson on "Case" in grammar.

10. Explain, as to a sixth class, how to find distances on a map of Europe or Ireland on which no scale of miles is laid down.

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Appendix.
Section III., VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions on this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Special Instructions.

The constructions must be strictly geometrical, and not the result of calculation or trial.

A single accent (') signifies feet, a double accent (") inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

---

1. The perimeter of a triangle is 6", construct it so that its sides may be in the proportion of 2, 3, and 4.
2. Construct a diagonal scale of one inch to one yard to show feet and inches. Mark on it the line which represents 5' 11".
3. Construct a triangle, sides 3½", 3", and 2½", and inscribe a square in it.
4. Construct a triangle on a base of 3½", with an altitude of 2", and a vertical angle of 75°.
5. Within a given regular hexagon, side 2", inscribe six equal circles, each touching two others and two sides of the hexagon.
6. Draw a figure corresponding to the given figure, diagram No. 6 on accompanying sheet, but showing construction.
7. Copy this example, diagram No. 7 on accompanying sheet, according to the figured dimensions.
8. Describe a parallelogram whose area and perimeter shall be respectively equal to the area and perimeter of the given triangle.
9. A hexagonal prism, side of base 1", length of prism 2", stands on the horizontal plane on its base, its back corner being ½" in front of the vertical plane and two of its rectangular faces are inclined to the vertical plane at 15°. Give its plan and elevation.
10. Reduce the given figure to a square of equal area.

OBJECT DRAWING—SHADED.—50 Marks.

One hour allowed for this subject.

Instructions to Candidates.

1. A shaded drawing of the models placed before you is to be made so as fairly to fill the paper supplied.
2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

Appendix.

Section III, VII.

Examination Questions.

Male Teachers

B Papers.

New Programme.

OBJECT DRAWING—SHADED.

INSTRUCTIONS TO SUPERINTENDENTS.

The Superintendent will place a cube on a drawing board, arranged horizontally, about 2 feet 6 inches above the floor. On the cube he will place a sphere.

The models should be placed a little to the left of all the candidates.

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are of equal value, ten marks being assigned to each.*

Dr. MORAN, Head Inspector.
Dr. BATEMAN, District Inspector.

1. Give a short account of the naval history of England during the Commonwealth.

2. Describe Wentworth's career in Ireland as Lord Deputy.

3. Give some account of the relations between England and France in the reign of Charles II.

4. Mention one important event in which the following persons, respectively, took a prominent part:—

(*a*.) John Hampden;
(*b*.) General Monck;
(*c*.) Red Hugh O'Donnell;
(*d*.) Shane O'Neill;
(*e*.) Marshal Bagenal.

5. Give a brief account of the subjugation of Ireland by the parliamentary forces after the execution of Charles I.

6. Assign dates to the following Elizabethan events:—

(*a*.) Execution of the Duke of Norfolk;
(*b*.) Execution of Mary Queen of Scots;
(*c*.) Defeat of the Spanish Armada;
(*d*.) Execution of Robert Earl of Essex;
(*e*.) Abolition of monopolies.

7. Give (*a*) the date and (*b*) the leading incidents of the flight of the Earls of Tyrone and Tirconnell. (*c*) State the circumstances that led immediately to that event.

8. State what you know about—

(*a*.) The Self-denying Ordinance;
(*b*.) Pride's Purge;
(*c*.) The Solemn League and Covenant;
(*d*.) The Petition of Right.

9. (*a*). What were the principal "Graces" promised by Charles I to his Irish subjects? (*b*.) Who was Lord Deputy of Ireland at that time?

10. Mention one remarkable event which occurred in either English or Irish history in each of the following years:—1598, 1646, 1661, 1666, 1679, 1683, 1618, 1604, 1641, 1642.

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Appendix.
Section III, VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English :—

Quod si in scaena, id est in contione in qua rebus fictis et adumbratis loci plurimum est, tamen verum valet, si modo id patefactum et inlustratum est, quid in amicitiâ fieri oportet, quae tota veritate perpenditur? In qua nisi, ut dicitur, apertum pectus videas tuumque ostendas, nihil fidum, nihil exploratum habeas, ne amare quidem aut amari, cum, id quam vere fiat, ignores.

Quamquam ista adsentatio, quamvis perniciosa sit, nocere tamen nemini potest nisi ei qui eam recipit atque ea delectatur.

Ita fit ut is adsentatoribus patefaciat aures suas maxime qui ipse sibi adsentatur et se maxime ipse delectet.

Cicero.

Parse fictis, patefactum.

Explain the construction of "ne amare quidem aut amari."
Comment briefly on "pingui, ut aiunt, Minervâ."
Quote from the De Senectute Ennius' allusion to his own obsequies.

2. Translate into English :—

> Juppiter, (hospitibus nam te dare jura loquuntur),
> Hunc lætum Tyriisque diem Trojaque profectis.
> Esse velis, nostrosque hujus meminisse minores
> Adsit laetitiae Bacchus dator et bona Juno.
> Et vos, O, coetum Tyrii celebrate faventes.
> Dixit et in mensam laticum libavit honorem,
> Primaque, libato, summo tenus attigit ore ;
> Tum Bitiae dedit increpitans. Ille impiger hausit
> Spumantem pateram, et pleno se proluit auro,
> Post alii proceres. Citharâ crinitus Iopas
> Personat auratâ, docuit quae maximus Atlas.

Virgil

Parse velis, hujus, laticum, libato, proceres.

Scan the third line of the passage.

Translate and comment on—

"Mercatique solum facti de nomine Byrsam."

What is the Virgilian quotation—

"Can such anger be in heavenly hearts?"

Appendix

Section III., VII.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

SECTION B.

3. Translate into English :—

O nate ingentem luctum ne quaere tuorum,
Ostendent terris hunc tantum fata, neque ultra
Esse sinent. Nimium vobis Romana propago
Visa potens, superi, propria haec si dona fuissent.
Quantos illo virum magnum Mavortis ad urbem
Campus aget gemitus? vel quae, Tiberine, videbis
Funera quum tumulum praeterlabere recentem!
Nec puer Iliaca quisquam de gente Latinos
In tantum spe tollet avos: nec Romula quondam
Ullo se tantum tellus jactabit alumno.

4. Translate into English :—

Sunt autem alii philosophi, et ii quidem magni atque nobiles, qui deorum mente atque ratione omnem mundum administrari et regi censeant, neque vero id solum, sed etiam ab isdem hominum vitae consuli et provideri; nam et fruges et reliqua quae terra pariat, et tempestates ac temporum varietates coelique mutationes, quibus omnia, quas terra gignat, maturata pubescant, a dis immortalibus tribui generi humano putant multaque, quae dicentur in his libris, colligunt, quae talia sunt, ut ea ipsa di immortales ad usum hominum fabricati paene videantur.

SECTION C.

5. Decline—

anceps, suppellex, ebur, jecur, strix;

and conjugate—

excedo, como, inquiro, texo, tollo.

6. Cite the chief rules of the "Oratio Obliqua," and construct a brief passage in both the Oratio Recta and the Oratio Obliqua.

7. Give instances of :—

(*a*). The accusative of exclamation;
(*b*.) The dative of disadvantage;
(*c*.) The genitive of price;
(*d*.) The ablative of description;
(*e*.) The accusative of extent.

8. Express in idiomatic Latin :—

(*a*.) Cato nearly died.
(*b*.) Three hundred of us have come together.
(*c*.) Such a time may come.
(*d*.) Ten thousand soldiers.
(*e*.) I have long been waiting for you.

9. Write down the Latin numerals, cardinal and ordinal, up to 22;

or,

Explain the Roman system of naming the days of the month, using the Latin phrases required.

SECTION D.

10. Translate into Latin :—

His decease was a severe affliction to his family, a grief to his friends, and a subject of regret even to foreigners and those who had no personal knowledge of him. The common people, too, and the class who little

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interest themselves about public concerns, were frequent in their inquiries at his house during his sickness, and made him the subject of conversation at the forum and in private circles; nor did any person either rejoice at the news of his death or speedily forget it. Their commiseration was aggravated by a prevailing report that he was taken off by poison. I cannot, however, venture to affirm anything certain of this matter.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Daly, District Inspector.

Section A.

1. Translate into English :—

Les faibles bras des femmes et des enfants ne pouvaient suffire aux soins qui leur étaient imposés ; les vastes jachères couvertes de petits bestiaux qui paissaient l'herbe rare des sillons, les landes embaumées par les ajoncs en fleurs, les champs qu'on aurait dû labourer et qui restaient en friche, toute cette immense solitude appartenait sans partage aux habitants de la Boullaye, qui n'en profitaient guère.—*Derrière les Haies.*

2. Translate into English :—

" Hélas ! ignorez-vous quelles sévères lois
Aux timides mortels cachent ici les rois ?
Au fond de leur palais leur majesté terrible
Affecte à leurs sujets de se rendre invisible ;
Et la mort est le prix de tout audacieux
Qui, sans être appelé, se présente à leurs yeux,
Si le roi dans l'instant, pour sauver le coupable,
Ne lui donne à baiser son sceptre redoutable,
Rien ne met à l'abri de cet ordre fatal
Ni le rang, ni le sexe, et le crime est égal.—*Esther.*

Section B.

3. Translate into English :—

(*a.*) Ils me font l'effet de battre la campagne.
(*b.*) Nous aurons de la peine à en venir à bout.
(*c.*) Il tira sur lui à bout portant.
(*d.*) Il avait aussitôt sauté le remblai.
(*e.*) Sa vue basse augmentait ses terreurs.

4 Translate into English :—

Maharbal, l'un des généraux carthaginois, voulait que sans perdre de temps l'on marchât droit à Rome, promettant à Annibal de la faire souper à cinq jours de là dans le Capitole. Et sur ce que celui-ci répliqua qu'il fallait prendre du temps pour délibérer sur cette proposition. " Je vois bien " dit Maharbal, " que les Dieux n'ont pas donné au même homme tous les talents à la fois. Vous savez vaincre, Annibal, mais vous ne savez pas profiter de la victoire."

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Appendix.
Section III., VII.
Examination Questions.
Male Teachers.
B Papers
New Programme.

SECTION C.

5. Translate into French :—

The admiral himself, mounted on a richly caparisoned (caparaçonné) charger, presented by the King, next appeared, accompanied by a numerous cavalcade of courtiers and gentlemen. All eyes were directed towards the man inspired of Heaven, who first had dared to lift the veil of Ocean. People sought in his face for a visible sign of his mission, and thought they could discern one.

6. Translate into French :—

(*a.*) Don't let the fire go out.
(*b.*) That's as plain as can be.
(*c.*) He goes into society a good deal.
(*d.*) He pretended to be angry.
(*e.*) What's to be done?

SECTION D.

7. Write out, in full, the imperfect subjunctive of *savoir*, *tenir*, and *naître*, the imperfect indicative of *absoudre*, and the present indicative of *croître*.

8. Distinguish in use between *dans* and *en*; *autour* and *alentour*; *avant* and *devant*; *à ce que* and *jusqu'à ce que*; *dessous* and *dessus*.

9. Name five nouns which are masculine in one signification and feminine in another. Give meanings in each case.

10. "Some neuter verbs take either *avoir* or *être*, according to the idea one wishes to express." State the general rule and give examples.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, ten marks being allowed for each.

Dr. MORAN, Head Inspector.
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate the following passage into Irish :—

There was a certain householder who gave orders to put a brass bell on the neck of a dog that was addicted to bite people, so that everybody might avoid him. When it had been put on him, and he had heard the tinkling of the brass, he became very much elated, and he considered that the bell had been given him as a reward of services, as he had been so good.

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2. Translate into Irish·—

Presently a dreadful yell was heard, which struck the spectators with horror, and a monstrous lion rushed out of a den, which was purposely set open, and darted forward with erected mane and flaming eyes, and jaws that gaped like an open sepulchre. A mournful silence instantly prevailed.

SECTION B.

3. Translate the following into English :—

Gideaḋ atá ceudfuiḋ ċoitċionn na seanċaḋ 'n a aġuiḋ sin mar a n-abraid naċ raiḃe 'n a fásaċ aċt deiċ m-bliaḋna fiċiot baoi ó ḃás muinntire Parṫalóin go teaċt Neiṁeaḋ innte, aṁail a deir an rann so:—

Ré ṫríoċat bliaḋan beaċta,
Ba fás fri fianaiḃ feaċta,
Iar n-éġ a sluaiġ fri seaċtṁain,
'N-a n-ealtaiḃ ar Moiġ Ealta.

4. Translate into English :—

Agus tángadar a n-éinionaḋ iona g-ceaṫrar, agus tugadar trí gárṫa éagċaointe ós árd, agus a dúḃairt Fionnguala an laoiḋ:

"Iongnaḋ liom an baile so,
Mar 'tá gan tiġ, gan toiġe,
Mar do ċím an baile so,
Uċán is cráiḋ lém' ċroiḋe."

SECTION C.

5. Translate into English :—

Do ċonnairc madaḋ alla gabar air bárr sceilpe áit nar ḃ-feidir leis teaċt ann a h-aice. D' ḟog air mar sin orrí aig ráḋ: "Cad é an faṫ ḃ-fuil tú ann sin ṡuas, áit lom, noċtuiġṫe, agus go leor feur ann so air a ḃ-fuil blas agus blaṫ. Da ḃriġ sin tarr anuas."

6. Translate into English .—

Is gabaltas Pagánta do riġne hengist, sé sin, taoiseaċ na Sacsanaċ, air na Breaṫnaċaiḃ mar gur sgrios sé ó h-urlár na Britáine iad, agus gur cuir fuirionn uaiḋ féin ann a n-áitiḃ, agus iar n-díbirt caiċ go h-iomlon do díbir an teanga leo.

SECTION D

7. Parse the underlined words in Question 3.

8. Give the principal syntactical rules bearing on the use of the relative pronoun. Illustrate your answer by examples.

9. Give the combinations of the preposition ó, *from*, with the possessive pronouns. Show by examples how the different meanings of the form óna may be distinguished.

10. Decline an ċos lom, 'the bare foot,' and compare the adjective furus, 'easy.'

H

Appendix.
Section III, VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. McClintock, District Inspector.

1. In a triangle ABC, $a = 104{\cdot}4$, $b = 93{\cdot}5$, $A = 74° 12$: find the remaining parts.

Log 1044 $= 3{\cdot}018700$. Log sin 74° 12′ $= 9{\cdot}983273$.
Log 935 $= 2{\cdot}970812$. Log sin 59° 30′ $= 9{\cdot}935320$.
Log 7·8422 $= {\cdot}894441$. Diff. for 1′ $= 75$.
Log sin 46° 17′ 8″ $= 9{\cdot}859014$.

2. Prove that—

1°. $\sin^2 A \tan A + \cos^2 A \cot A + 2\sin A \cos A = \tan A + \cot A$.

2°. $\sin 2A = \dfrac{2\tan A}{1 - \tan^2 A}$.

3. Show that in any triangle ABC—

$a^2 \sin A \sin(B - C) + b^2 \sin B \sin(C - A) + c^2 \sin C \sin(A - B) = 0$.

4. Find a general expression for all angles which have a given cosecant.

In a trianglo ABC, $a = 18$, $b = 2$, $C = 55°$; find A and B, having given—

log 2 $= {\cdot}3010300$; log tan 62° 30′ $= 10{\cdot}2835233$;
log tan 56° 56′ $= 10{\cdot}1863769$; diff. for 1′ $= 2763$.

6. Assuming the ordinary expressions for the sine and cosine of the sum and difference of two angles, prove—

1°. $\dfrac{\sin A + \sin B}{\sin A - \sin B} = \dfrac{\tan\frac{1}{2}(A + B)}{\tan\frac{1}{2}(A - B)}$.

2°. $\cot A - \tan A = 2\cot 2A$.

7. If $A + B + C = \pi$, show that—

$$\cos\frac{A}{2} + \cos\frac{B}{2} + \cos\frac{C}{2} = 4\cos\left(45 - \frac{A}{4}\right)\cos\left(45 - \frac{B}{4}\right)\cos\left(45 - \frac{C}{4}\right).$$

8. A tower 60 feet high is divided into two parts by a line at a height of 25 feet from the ground; find at what horizontal distance from the base the two parts subtend equal angles.

9. In any trianglo, given $a^2 = b^2 + c^2 - 2bc \cos A$; find an expression for—

1°. $\cot\frac{1}{2}A$ in terms of the sides.
2°. $\sin A$ in terms of the sides.

10.—1°. From the known value of tan30° determine the value of tan 165°.

2°. Prove that $\tan 50° + \cot 50° = 2\sec 10°$.

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† Appendix. Section III. VII. Examination Questions. Male Teachers. B Papers. New Programme.

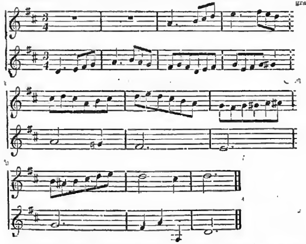
VOCAL MUSIC.—TONIC SOL-FA.—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Translate the following into the Tonic Sol-fa notation :—



2. Translate the following into the Staff notation, using the quaver for the pulse :—

Key E♭.

{ : d.r | m : — : r | d : — : l$_1$ | r : — : — | d : — : l$_1$ }
{ | s$_1$: — : l$_1$ | d : — : d | d : — : — | — : : d.r }
{ | m : — : r | m : f : s | l : — : l | s : — : m }
{ | d : — : d | r : — : d | l$_1$: — : — | — : : d.r }
{ | m : — : r | m : f : s | l : — : l | s : — : l }
{ | d : — : d | r : — : d | l$_1$: — : — | — : : d.r }
{ | m : — : r | d : — : l$_1$ | r : — : r | d : — : l$_1$ }
{ | s$_1$: — : l$_1$ | d : — : d | d : — : — | — : — ||}

3. Write the *lah* mode in the three forms in general use.

4. Re-write each of the following passages, making a change of key—using bridge-note—at (*a*), and a return to the original key at (*b*). Add the new key and distinguishing tone at each transition :—

Key D. (*a.*) (*b.*)
(1.) s l f m r s fe l r t d^1 l fe s f r m l$_1$ t$_1$ d.

Key C. (*a.*) (*b.*)
(2.) d m r s l ta s d^1 f m d ta l s l t r^1 d^1.

Appendix.

Section III., VII.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

5. What are the Sol-fa names for the (*a*) Mediant, (*b*) Dominant, (*c*) Supertonic, (*d*) Subdominant, and (*e*) Leading Note of the Minor Mode?

6. Name the following intervals, and write one other example of each interval here given :—

(*a*.)	(*b*.)	(*c*.)	(*d*.)	(*e*.)
f'	ta	d'	ba	de'.
se	f	fe	l,	m.

7. Arrange the following keys in descending order of pitch: A, D, B♭, C♯, E♭, A♭, G, F♯, B, E.

8. Write, in two-pulse measure, the pulse divisions corresponding to the following time names. Use the note *d* for the tones sung: *Traafe tafatefe taatai taa saatai tafatese tafatai taatefe taataitee taaaitee saataitee taa-aisee taa-aa taa-aatai taasai saatai taa saa.*

9. Write a Modulator exercise suitable for children in third class.

10. State briefly what is taught in each Step of the Tonic Sol-fa method.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

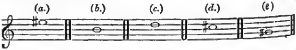
N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner of Music.

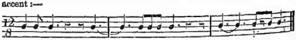
1. Write, in treble and bass, the tonic and relative minor scales of G major and B major. Prefix signature in each case.

2. Write the mediant, supertonic, submediant, subdominant, and leading note of A major and its relative minor.

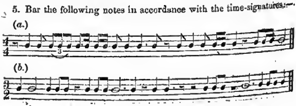
3. Write below (*a*) a major seventh, below (*b*) an augmented fourth, below (*c*) a diminished fifth, below (*d*) an augmented sixth, below (*e*) an augmented second :—



4. Re-write the following in $\frac{4}{4}$ time, preserving relative duration and accent :—

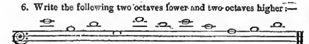


5. Bar the following notes in accordance with the time-signatures:—



Appendix.
Section III., VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

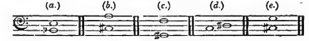
6. Write the following two octaves lower and two octaves higher:—



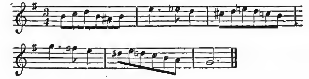
7. Name all the major and minor thirds, and all the minor sixths, found in the major scale.

8. Explain the following: *Allegretto, Andante, Rallentando, Mezzo forte, Piu mosso.*

9. Name the following intervals:—



10. Transpose the following a *major* third down:—



MANUAL TRAINING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Headen, District Inspector.

1. Sketch and describe five models suitable for a class commencing sloyd, indicating the timber and tools required for each model, and the method of making it.

2. What is meant by saying that "In sloyd there is no division of labour," and what advantage lies in the fact?

3. Construct a drawing and give details of operation (indicating among other things the wood and tools required) for making a clothes-rack or a pastry board.

4. Write a short essay on the mental training effected by kindergarten and sloyd.

5. Draw a plan and give particulars as to size, construction, &c., of a suitable bench for sloyd.

Appendix.
Section III., VII.
Examination Questions.
Male Teachers.
B Papers.
New Programme.

6. Describe four distinct exercises with the saw, and four distinct exercises with the plane, graduating them according to difficulty and giving reasons for so arranging them.

7. Having regard to professions as distinct from trades, state the advantages of cultivating a practical skill in handcraft.

8. In modelling a cube with a leaf resting on the upper side, describe the proper material, the necessary tools, and the method you would employ.

9. As a means of education, the aims of sloyd are divisible into two classes—*formative* and *utilitarian*. Discuss them under each class.

10. You are required to construct a rectangular paste-board box 6 inches long, 3 inches wide, and 1½ inches deep, with a lid ½ inch deep. Draw a net or plane projection of the parts, indicating by a black line where the paste-board must be cut through, and by a dotted line where it is to be bent or folded. Explain how this folding is effected, and how the several parts are to be joined up into a complete box.

Section III., VIII.
C^1 Papers.
New Programme.

VIII.—QUESTIONS set to Male Candidates for Third Class, First Division.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. STRONGE, Head Inspector.
Mr. MURPHY, District Inspector.

Write out :—

(*As a headline in large hand.*)

Rokeby and Mortham proved their might.

(*As headlines in small hand.*)

He, that by the plough would thrive,
Himself must either hold or drive.

(*In a neat legible hand.*)

" Cold is Cadwallo's tongue,
That hushed the stormy main ;
Brave Urien sleeps upon his craggy bed :
Mountains ! ye mourn in vain
Modred, whose magic song
Made huge Plinlimmon bow his cloud-topped head."

These securities availed not, however, against James II., who employed the Island of St. Nicholas, in Plymouth Harbour, for a State prison, in the same way that Cromwell had before made use of the Isle of Jersey. Since the Revolution, however, the Act of *Habeas Corpus*, when in operation, has always been found of power to protect the subject. The very suspensions of this Act prove its practical efficacy when in force, as much as the renewals of *Magna Charta* prove the practical inefficacy of that great compact.

For DICTATION, see page 130.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. *Learn* then *what* morals critics *ought* to show,
For 'tis *but* half a judge's *task*, *to know*.
'Tis not *enough*, taste, judgment, learning *join*;
In all you *speak*, *let* truth and candour shine:
That not *alone what* to your sense is due
All may allow; but *seek* your friendship too.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence :—

In the meantime, the lady of the manor filled the area of the church, and walked up to her pew with an unspeakable satisfaction, amidst the whispers, conjectures, and astonishments of the whole congregation.

3. Name the masculine forms in use for the following nouns :—widow, countess, filly, roe, lass, spawner, ewe, hind, witch, gammer, slut, madame.

4. Correct (giving your reasons) or justify the following expressions :—

(*a*.) He never made a better coat nor as good as this.
(*b*.) I never remember to have seen such a storm.
(*c*.) He lay himself down.
(*d*.) I thought I should have been late for the train.

5. Write grammatical notes on :—

(*a*.) *Yes* and *No*;
(*b*.) *The* in "the more the merrier";
(*c*.) *His* in "If the salt have lost *his* savour."

6. Distinguish between *little* and *a little*; *few* and *a few*; *each other* and *one another*; *all* and *every*; *each* and *either*; *later* and *latter*.

7. Parse the italicised words in the following sentences, and assign reasons for your method of parsing in each case :—

(*a*.) Three fishers went *sailing* away to the west.
(*b*.) *Playing* football is a good winter amusement.
(*c*.) He is fond of *playing* football.
(*d*.) The *hunting* of the fox is a fashionable sport.

8. Classify the various uses of the verb *Do*. Give examples of, and write notes on, these uses.

9. Write down the past indicative (1st person singular) of :—*bereave, awake, hurt, eat, weave, slide, spin, steal, swing, tear, think, swim*, and distinguish among them the strong from the weak verbs.

10. Write notes on the origin and use of the following verbs :—quoth, methinks, to wit, worth.

Appendix.

Section III, VIII.

Examination Questions.

Male Teachers.

C^{1} Papers

New Programme.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. "Kind hearts are more than coronets."
2. Cycling.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw an outline map of the east coast of England from the Humber to the Thames; complete the boundaries of the maritime counties, and indicate, so far as is possible within the limits of those counties, the courses of the rivers Stour, Welland, Witham, and Great Ouse.

2. On the accompanying skeleton map of Scotland indicate the positions of the Lammermuir Hill, Pentland Hills, Ben Nevis, and Ben Lomond; of the rivers Nith, Tay, and Spey; and of the towns of Dumfries and Perth.

3. Give a general account of the Scandinavian mountains, with special reference to position, plateaus, and chief summits.

4. On what do the (1) size, (2) velocity, of rivers depend? Illustrate by examples.

5. State all you know of the trade winds, with special reference to (1) their causes, (2) the directions in which they blow, and (3) their uses.

6. Give an account of Ceylon as to population, race, climate products.

7. State all you know of the cotton industry of Lancashire, and of any local advantages favouring the growth of that industry.

8. What and where are Lowestoft, Arran Fowdy, Iona, Pegu, Orissa, Adelaide, Bowfell?

9. Give a brief geographical account of the English lakes.

10. What are the chief productions of the Maltese Islands, the Channel Islands, Cyprus, the Nicobar Islands?

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. Tell what you know of the Dunciad.

2. When was the Tatler founded? Name its chief contributors, and the other journals of which it was the immediate precursor.

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Appendix.

Section III., VIII.

Examination Questions

Male Teachers.

C¹ Papers.

New Programme.

3. Write out a summary of Part II. of the Essay on Criticism.

4. Quote, or give the substance of, Pope's recommendation to the critic as to the study of the Ancients.

5. Quote some well-known criticisms mentioned by Addison on the Song of Chevy Chase, and give an outline of the poem.

6. Name the most celebrated works of—

- (*a.*) Edmund Burke;
- (*b.*) Samuel Johnson;
- (*c.*) Goldsmith;
- (*d.*) Sterne;
- (*e.*) Pope.

7. Give the substance of Addison's remarks upon the importance of using proper gestures when speaking.

8. Name the authors of the following:—

- (*a.*) "The City Mouse and Country Mouse";
- (*b.*) "The Campaign";
- (*c.*) "Windsor Forest";
- (*d.*) "The Dispensary";
- (*e.*) "The Beggar's Opera";
- (*f.*) "The History of John Bull";
- (*g.*) "The Pleasures of Imagination."

9. Comment upon the expressions italicised in the following extracts, and complete the stanza in each case:—

- (*a.*) If *Mævius* scribble *in Apollo's spite.*
- (*b.*) When first young *Maro* in his boundless mind
- (*c.*) Once on a time *La Mancha's Knight.*
- (*d.*) A needless *Alexandrine* ends the song.
- (*e.*) Led by the light of the *Mæonian Star.*

10. Explain the allusions in the following passages:—

- (*a.*) You shall not begin on *Childermas Day.*
- (*b.*) The next post brought an account of the *Battle of Almanza.*
- (*c.*) The *Kit-cat* itself.
- (*d.*) The price of *Lutestring.*
- (*e.*) There came in a gentleman from *Garraway's.*

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. Find the exact percentage of profit at which I must mark goods for sale, that, after taking 5 per cent. off for cash payment, my actual rate of profit may be 20 per cent.

2. A man invested a sum of money in the 3 per cent. Consols at 88, and at the end of $4\frac{1}{2}$ months, after receiving one-half year's dividend, sold out at $87\frac{7}{8}$. At what rate per cent. per annum did he receive interest on his capital?

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Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

C¹ Papers.

New Programme.

3. A series whose consecutive terms are respectively—

$$\frac{1}{\sqrt{2}},\ \frac{1}{1+\sqrt{2}}\ \frac{1}{4+3\sqrt{2}},$$

is either arithmetical or geometrical. Determine which, and find the next term.

4. Find the cube root of—

$$\frac{\cdot 3\dot{0}7692\dot{3} \times \cdot 30\dot{7}69230\dot{0} \times \cdot 307\dot{6}9230\dot{7}}{\cdot \dot{1}5384\dot{6} \times \cdot 1\dot{5}3846\dot{1} \times \cdot 15\dot{3}8461\dot{5}}.$$

5. Find the sum of the first 2,000 numbers which end in either 4 or 8.

6. If 3 men and 2 boys can do in 17 days three times as much work as 2 men and 3 boys can do in 6 days, how many boys will be required to do the work of 6 men?

7. If 8,000 metres be equal to 5 miles, and if a cubic fathom of water weighs 6 tons, and a cubic metre of water 1,000 kilogs.; find the ratio of a kilog. to a lb. avoirdupois.

8. A and B invest a sum of money in business. The sum which A invests is $\frac{3}{5}$ that which B invests. At the end of 7 months A withdraws $\frac{1}{4}$ of his capital, and at the end of 9 months B withdraws $\frac{1}{4}$ of his. The profits at the end of the year are £132 12*s.* How ought this sum to be divided?

9. Give the rules usually employed in working questions in "fellowship"; and explain fully the reason for each step in the process. Illustrate your answer by examples.

10. State and prove the rule for calculating mentally—

(*a*) the interest on any sum at 6 per cent. for months;
(*b*) the value of a lb., the price of a cwt. being given.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. Prove that the square root of a rational quantity cannot be partly rational and partly a quadratic surd.

2. Find factors for $a^3+b^3+c^3-3\,abc$; and hence, without expanding $(a-b)^3$, $(b-c)^3$, $(c-a)^3$, show that—

$$(a-b)^3+(b-c)^3+(c-a)^3=3(a-b)\,(b-c)\,(c-a).$$

3. If—

$$a+b:b+c::c+d:d+a;\ \text{then } a=c, \text{ or } a+b+c+d=0.$$

4. By lowering the price of apples and selling them one penny a dozen cheaper, an apple-woman finds that she can sell 60 more than she used to do for 5*s.* At what price per dozen did she sell them at first?

5. Solve the equation—

$$\sqrt[3]{1+x\sqrt{5}}+\sqrt[3]{1-x\sqrt{5}}=\sqrt[3]{5}.$$

Appendix.
Section III., VIII.
Examination Questions.
Male Teachers.
Cl Papers.
New Programme.

6. Find three numbers in continued proportion such that their sum may be 38 and the sum of their squares 532.

7. A varies jointly as B and C, and when C is 60 and B 14 A is 280. Find C when A is 390 and B 26.

8. Solve the equations—

$$x^2 + xy + y^2 = 31;$$
$$x^3y + xy^3 = 130.$$

9. If—

$$\frac{a}{b} = \frac{c}{d} = \frac{e}{f},$$

each of these ratios $= \left\{ \dfrac{pa^n + qc^n + re}{pb^n + qd^n + rf^n} \right\}^{\frac{1}{n}}.$

10. Solve completely the equation—

$$\sqrt{x^2 - 7ax + 10a^2} - \sqrt{x^2 + ax - 6a^2} = x - 2a.$$

GEOMETRY.—70 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed.

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Describe a circle about a given triangle (10 marks); and prove that the perpendiculars from the angles of a triangle to the opposite sides meet in a point (4 marks).

2. Prove that the opposite angles of a quadrilateral inscribed in a circle are equal to two right angles (10 marks). Show also that if a circle be inscribed in this quadrilateral and the points of contact of opposite sides be joined, the joining lines are at right angles to each other (4 marks).

3. Draw a tangent to a circle from a point outside it (10 marks), and find a point such that tangents from it to three given circles shall be equal (4 marks).

4. Upon a given straight line describe a segment of a circle containing an angle equal to a given one (10 marks); and describe a circle passing through a given point and touching a given straight line at a given point (4 marks).

5. Prove that if two circles touch externally the line joining their centres passes through their point of contact (10 marks); and show that if one circle touches another internally at any point P and a line be drawn cutting them in the points A, B, and C, D, respectively, the angle APD = angle CPB (4 marks).

6. Inscribe a regular pentagon in a given circle (10 marks); and show that if two of its diagonals intersect, their greater segments are each equal to a side of the pentagon (4 marks).

7. Triangles upon equal bases and between the same parallels are equal in area, prove this (10 marks); and show that the sum of the two parallel sides of a trapezium is double the line joining the middle points of the two remaining sides (4 marks).

Appendix.
Section III.
VIII.
Examination Questions.
Male Teachers.
Cl Papers.
New Programme.

8. Prove that if a line be divided into two equal and also into two unequal parts, the rectangle contained by the unequal parts together with the square on the part between the points of section is equal to the square of half the line (10 marks); and show that the rectangle under the sum and difference of two sides of a triangle is equal to twice the rectangle under the base and the intercept between the middle point of the base and the foot of the perpendicular on it from the vertical angle (4 marks).

9. Prove that in equal circles the angles at the circumferences which stand on equal arcs are equal (10 marks); and construct a triangle having given the base, the vertical angle, and the bisector of the base (4 marks).

10. Describe a square equal to a given rectilineal figure (10 marks); and show that if a square be inscribed in a triangle the rectangle under its side and the sum of the base and altitude of the triangle is equal to twice the area of the triangle (4 marks).

MENSURATION.—30 Marks

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being assigned to each.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. A surveying wheel revolves twice in $16\frac{1}{2}$ feet and makes 200 revolutions round a circular green. Find the area of the green in acres, roods, and perches.

2. The outer circumference of a circular walk is 330 yards and the inner 311 yards; find the breadth of the walk and the area of it.

3. The radius of a circle is 10 feet, and parallel chords are drawn in it each equal to the radius; find the area of the zone between the chords.

4. Find the area of a lune, the chord being 24 feet and the height of the segments on same side of it 5 feet and $3\frac{1}{2}$ feet.

5. A circle is 18 feet in diameter and is divided into three parts by concentric circles. Find the lengths of their radii so that the two rings and the inner circle may be equal.

6. The area of a circle being 100 square feet, find the length of the side of the inscribed square.

7. The diameters of two concentric circles are 10 and 20 feet. From their common centre two lines are drawn to meet both circumferences and inclined to each other at an angle of 36°. Find the area of the figure bounded by these lines and the arcs of the circles between them.

8. A circular fish-pond whose diameter is 98 yards has a plantation around it of uniform width. The plantation and fish-pond are of same area. Find the width of the plantation.

9. The length of the arc of a sector which contains 15° is 25 inches. Find the area of the sector.

10. The diameter of a circle is 1 foot. By how many inches does the perimeter of a square equal in area to the circle exceed the circumference of the circle?

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Appendix,
Section III.
VIII.
Examination Questions.
Male Teachers.
Cl Papers.
New Programme.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

1.—

		£	s.	d.
Jan.	1. Cash in hand,	300	0	0
	Cash in bank,	500	0	0
	Goods in Stock,	600	0	0
	William Jones's acceptance of my draft, due January 6,	200	0	0
	Due to John Andrews,	100	0	0
,,	4 Bought of John Andrews, goods,	250	0	0
	and paid on account thereof by cheque,	100	0	0
,,	6. Received cash for William Jones's acceptance, due this day,	200	0	0
,,	10. Sold William Jones goods,	300	0	0
,,	15. Accepted John Andrews' draft,	250	0	0
,,	20. Paid clerk's salary by cheque,	10	0	0
,,	31. Goods on hand valued at,	525	0	0

Journalize the foregoing transactions.

2. Post same into the Ledger and balance and close the accounts.
3. Make out the Trial Balance.
4. Prepare the Balance Sheet.

5.—

		£	s.	d.	£	s.	d.
Jan.	1. Sold John Millan two pipes wine at £60 per pipe,				120	0	0
,,	3. John Millan paid to my account in bank,				100	0	0
,,	5. Received John Millan's acceptance at one month for balance of his account,				20	0	0
,,	10. Paid to my account in bank John Millan's acceptance,	20	0	0			
	less discount,	1	0	0			
					19	0	0

Journalize the foregoing.

6. Give a copy of John Millan's and of the Bank Account in my Ledger after the above entries had been posted.

7. What do you understand from the following entries in John Robertson's books?

	£	s.	d.
(*a.*) Tea Cr. by Profit and Loss,	10	0	0
(*b.*) Sugar Dr. to Profit and Loss,	20	0	0
(*c.*) Profit and Loss Cr. by Stock,	10	0	0
(*d.*) Stock Cr. by Balance,	100	0	0

8.

	£	s.	d.
(*a.*) Clerk's salary due to John Wilson,	10	0	0
(*b.*) Estimated depreciation of premises,	20	0	0
(*c.*) Hugh Price absconded. His debt a total loss,	30	0	0
(*d.*) Paid a call of £5 per share on 20 Bank of Asia shares,	100	0	0

Journalize the foregoing transactions.

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9.—

			£	s.	d.
Jan.	1.	William Reid sold 10 pipes of wine to Peter Wilson,	600	0	0
„	2.	William Reid received from Peter Wilson cash £200, and his (Wilson's) acceptance for £400,	600	0	0
„	3.	William Reid accepted John Robertson's draft,	100	0	0

Give the entries that William Reid, Peter Wilson, and John Robertson should make of these transactions in their respective journals.

10. Construct a cash book from the following transactions :—

			£	s.	d.
May	1.	Cash in hand,	200	0	0
„	„	Cash in bank,	300	0	0
„	4.	Paid John Robertson by cheque,	100	0	0
„	5.	Received of William Reid,	150	0	0
„	6.	James Thompson paid into bank to my account,	50	0	0
„	7.	Paid John Wilson,	250	0	0
„	10.	Drew from bank,	60	0	0

Cash in hand and cash in bank are considered as equivalent, and no Ledger account is kept for bank.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Smith, District Inspector.

1. How are "plough pans" formed? Why is their removal necessary? How is it effected?

2. (*a*.) State the different ways in which bones may be applied as manures. (*b*.) What other substances are used instead of bones in the manufacture of phosphate of lime?

3. (*a*.) Describe the open dwarf system of training fruit trees. (*b*.) For which of them is it most suitable?

4. Write notes on the habits of growth of Italian rye-grass; and state the soils for which it is best suited.

5. (*a*.) What is the use of a *rack* in a harrow? What renders it necessary? (*b*.) Describe any other device for meeting the difficulty.

6. Enumerate the points which indicate ewes that are unfit for breeding.

7. (*a*.) Describe a properly constructed roller. (*b*.) What defects are most frequently met with in the construction of rollers?

8. The three agencies at play in churning are friction, heat, and air; and the perfection of churning consists in the proper combination of these. Explain in detail.

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9. Mention the principal points that should be carefully attended to in the dressing of butter.

10. (*a.*) Write notes on the use of potash as an artificial manure. (*b.*) Whence is it obtained?

Appendix.
Section III., VIII
Examination Questions.
Male Teachers.
Cl Papers.
New Programme.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector

1. What are the objections to the use of printed catechisms in teaching?

2. Write notes of a lesson on one of the following subjects:—Dew (treated inductively), Division of Decimals, the river Shannon, or, a Stalk of Oats.

3. What are the proper objects of attention in the *beginning* of the education of the very young? How does the skilful use of these objects advance the child's knowledge of language?

4. Give detailed instruction for teaching punctuation.

5. Give rules for securing the quiet and orderly working of a school, and for promoting good discipline.

6. Describe the stages by which mental arithmetic is recommended to be taught.

7. Would you test the preparation of home lessons in Physical Geography and in Local Geography in the same way? Explain; and extend the principle of your answer to other subjects.

8. Show clearly how to bring out for a class the full meaning of—

"Save when adown the ravaged globe he [winter] travels on his native storm.

* * * *

"Till light's returning lord assume the shaft that drives him to his polar field
"Of power to pierce his raven plume and crystal-covered shield."

9. What is the purpose of the Object Lesson? Mention four mistakes likely to be made in connexion with this lesson.

10. Show the simplest manner of working each of the following sums by practice. Explain each process; and point out the advantages of the methods recommended:—

(1.) 147,625 things at 19*s.* 7½*d.* each.
(2.) 13 cwt. 1 qr. 11 lbs. at £43 8*s.* 8½*d.* per cwt.
(3.) 493 cwt. 2 qrs. 7 lbs. at £1 16*s.* 3*d.* per cwt.
(4.) Find the rent (in tons, &c., of wheat) of 3,014a. 2r. 10p at 5 cwt. 2 qrs 16 lbs. per acre.

[Note.—Work need not be done.]

Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

C^1 Papers.

New Programme.

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

1. Draw two exterior tangents common to two circles with radii of 1″ and ½″

2. Describe a circle of 3″ diameter. Circumscribe this circle by a triangle whose sides are in the proportion 3 : 4 : 6.

3. About a circle of 1·5″ radius describe a regular hexagon.

4. Show how to construct an egg-shaped oval.

5. Describe a circle of 1·6″ radius. Divide it into five equal parts by concentric divisions.

6. Bisect a triangle, having its sides 3·5″, 4″, 4·5″ long, by a line parallel to the shortest side.

7. Make an irregular pentagon ABCDE. Construct the triangle equal to it in area, and having AE as one of its sides, and EAB as one of its angles.

8. Draw a square of 2″ side, and inscribe an octagon in it.

9. Show how to describe a circle touching each of two given circles externally, and also one of them at a given point.

10. Show how to draw a straight line (approximately) equal to any given arc of a circle.

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. What were the principal provisions, and the date of the treaty of Limerick?

2. (*a*.) What was the important constitutional change effected in Great Britain in 1716; and (*b*) when was an almost similar measure enacted in Ireland?

3. What wars were terminated by the following treaties:—

    (*a*.) Ryswick;
    (*b*.) Utrecht;
    (*c*.) Dresden;
    (*d*.) Aix la Chapelle;
    (*e*.) First peace of Paris?

4. State all you know of the famous Annesley case, which brought the English and Irish Houses of Lords into collision in the first quarter of the 18th century; and give the scope and aim of the important Act passed by the English Parliament in consequence thereof.

5. (a.) What events led to the American War of Independence? (b.) Give, with dates, the names of any three battles fought during that war.

6. (a.) What circumstances gave rise to the "Drapier's Letters"? (b.) What effect had their publication on the question at issue?

7. Show how the history of Great Britain has been affected by the following events—

(a.) Battle of Plassy;
(b.) Battle of Quebec;
(c.) Surrender at Yorktown;
(d.) Battle of Culloden.

8. (a.) Name, and give the dates of the four great battles in which Marlborough humbled the power of France. (b.) Who was the French monarch at this time?

9. (a.) What claim had George I. to the crown of England? (b.) How was he related to the Stuart dynasty?

10. (a.) What was the South Sea Bubble? (b.) How was Sir Robert Walpole connected with it?

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

Section A.

1. Translate into English:—

Osculaque adplicuit posito suprema feretro,
  Atque ait "Invito frater adempte, vale."
Arsurosque artus unxit: fecere, quod ille,
  Faustulus et maestas Acca soluta comas.
Tum juvenem nondum facti flevere Quirites.
  Ultima plorato subdita flamma rogo est.
Urbs oritur . . . quis tunc hoc ulli credere posset?
  Victorem terris impositura pedem.
Cuncta regas et sis magno sub Caesare semper;
  Saepe etiam plures nominis hujus habe:
Et quotiens steteris domito sublimis in orbe,
  Omnia sint humeris inferiora suis.

Ovid.

Parse adempte, arsuros, subdita, sis.
Scan the second and the seventh lines of the passage.
Explain "nondum facti Quirites."

I

Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

C¹ Papers.

New Programme.

2. Translate into English :—

At Xerxes Thermopylis expugnatis protinus accessit astu, idque nullis defendentibus, interfectis sacerdotibus, quos in arce invenerat, incendio delevit: cujus flammâ perterriti classiarii cum manere non auderent, et plurimi hortarentur ut domos suas discederent maenibusque se defenderent, Themistocles unus restitit et universos pares esse posse aiebat, dispersos testabatur perituros, idque Eurybiadi, regi Lacedoemoniorum, qui tum summae imperii praeerat fore affirmabat.

NEPOS.

Parse astu, restitit, fore.

Translate "elatius se gerere"; "qui efferretur"; "exercitui conducticio"; "anagnostae."

SECTION B.

3. Translate into English :—

Incisae servant a te mea nomina fagi,
  Et legor Œnone falce notata tuâ:
Et quantum trunci, tantum mea nomina crescunt,
  Crescite et in titulos surgite recta meos.
Populus est, memini, fluviali consita ripâ,
  Est in quâ nostri litera scripta memor.
Popule, vive, precor, quae consita margine ripae
  Hoc in rugoso cortice carmen habes.
"Quum Paris Œnone poterit spirare relictâ,"
  "Ad fontem Xanthi versa recurret aqua."

4. Translate into English :—

Quibus auditis, liberaliter pollicitus, hortatusque ut in ea sententiâ permanerent, eos domum remittit et cum eis una Commium, quem ipse Atrebatibus superatis regem ibi constituerat, cujus et virtutem et consilium probabat, et quem sibi fidelem esse arbitrabatur, cujusque auctoritas in his regionibus magni habebatur, mittit. Huic imperat, quas possit adeat civitates, horteturque ut populi Romani fidem sequantur.

SECTION C.

5. Construct sentences exemplifying the use of—

(*a*.) The supine in "um";
(*b*.) The supine in "u";
(*c*.) The gerund;
(*d*.) The gerundive participle.

6. How would you express in Latin?—"At Rome," "at Corinth," "at Athens," "at Carthage," "in the wars," without using a preposition.

7. Distinguish between—

(*a*.) pendo and pendeo;
(*b*.) lĕvis and lēvis;
(*c*.) quintus and quinus;
(*d*.) maximus and quam maximus;
(*e*.) noctem dormit and nocte dormit.

8. Give the nominative case and the present tense indicative respectively of the nouns and verbs to which the following forms belong:—Deabus, commentus, mares, fabor, illitus, acubus, scivi, ducum, pepigi, pexus.

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Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

O¹ Papers.

New Programme.

9. What is the regimen—

(*a.*) Of quamvis and quamquam;
(*b.*) Of interest and refert;
(*c.*) Of verbs of accusing, acquitting, or convicting;
(*d.*) Of palam, circa, apud, clam?

SECTION D

10. Translate into Latin:—

While this is being done in Cæsar's neighbourhood, Labienus, having left at Agendicum the reinforcement which had lately come from Italy, to be a protection to the baggage, sets out with four legions for Lutetia. That town belongs to the Parisii, situated on an island of the river Sequana. The enemy having heard of his arrival, large forces collected from the neighbouring states. Chief authority is given to Aulercus, who, though almost worn out with old age, was nevertheless selected for that honour, on account of his remarkable knowledge of warfare.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. DALY, District Inspector.

SECTION A.

1. Translate into English:—

Mais la disparition du pic de Ténériffe, quand il s'abaissa sous l'horizon, leur imprima autant de tristesse que son cratère leur avait inspiré d'effroi. Il était pour eux la dernière borne, le dernier phare du vieil univers. En le perdant de vue, ils crurent avoir perdu jusqu'aux jalons de leur route à travers un incommensurable espace. Ils se sentirent comme détachés de la terre et naviguant dans l'éther d'une autre planète.—*Christophe Colomb.*

2. Mais soit incrédulité, soit lenteur, soit attente secrète de la ruine d'un rival trop grand pour ne pas embarrasser la reconnaissance, les Espagnols d'Hispaniola avaient laissé, sous divers prétextes s'écouler les jours et les mois. Puis ils avaient envoyé, comme à regret, un léger navire, commandé par Escobar, pour reconnaître seulement la situation des vaisseaux naufragés sans aborder la côte et sans parler aux équipages.—*Christophe Colomb.*

SECTION B

3. Translate the following phrases into English:—

(*a.*) L'aiguille aimantée.
(*b.*) Le livre d'estime secret de l'amiral.
(*c.*) Une de ces bouées.
(*d.*) Les disettes de ses équipages.
(*e.*) Une paire de menottes d'acier,

Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

Cl Papers.

New Programme.

4 Translate into English :—

Vous vous êtes donné plus de peine que je ne m'y attendais ou que je ne méritais. Je suis vraiment reconnaissant, et n'allez pas croire qu'un ce qui me regarde la reconnaissance soit un sentiment de bienfaits à venir.

SECTION C.

5. Translate into French :—

Joan of Arc was sprung from the people ; it was by the feelings, the beliefs, the passions of the people that she was inspired and sustained. She was looked on with mistrust, and even hostility, by the courtiers and the leaders of the army ; she had constantly on her side the soldiers and the people.

6. Give the French equivalents of the following phrases :—

To set sail ; to be in need of ; it is dusty ; she is going to sing ; he has had to go.

SECTION D.

7. Mark the genders of the following words : silence, eau, beurre, ramage, rage.

8. Write out, in full, the imperative of s'en aller, mouvoir, peindre ; and the preterite definite of courir and juger.

9. La, ou, des, a, fut. These forms undergo a change of meaning when accented. Supply the accent in each case, and give the meanings of all.

10. To which of the indefinite pronouns is ne always joined? Give examples.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncancelled.

The Questions in this Paper are all of equal value, ten marks being allowed for each.

Dr. MORAN, Head Inspector.
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate the following into Irish :—

A thief on coming to a house with the intention of robbing it, wished to stop the barking of the dog, and therefore threw him sops. "Away with you," said the dog ; "I had my suspicions of you before, but this excess of civility assures me you are a rogue."

2. Translate into Irish :—

In this strange country the sun never rises in winter ; the winter is one long dark night ; and during the summer, the sun never sets, so that it is like one day.

Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

C' Papers.

New Programme.

SECTION B.

3. Translate the following into English :—

"Ní ḟuil aċt cnuṁ ċeann-ṗeaṁar Chéin ṁic Oiliolla Oluim, a ceann do ṫabairt leat a n-éiric m'aṫar ċugamsa," ar Fionn. "Do ḃeirim comairle ṁaiṫ ḋuit, a Chonáin," ar Oisín, ".i. dul mar ar h-oileaḋ tu, agus gan sioṫċáin d'iarraiḋ ar Fhionn an ḟaiḋ ṁairfios sé."

4. Translate into English :—

Ann sin a dubairt Garḃ ṡléiḃe Cnoc go raċfaḋ do ḋíoġail a aṫar féin ar ṁac Uí Dhuiḃne, agus ro ġluais suas agus tug Aonġus buille dá ċois ann gur ċaiṫ síos a measg na Féinne é, agus dealḃ Dhiarmuda air, gur ḃainiodar muintir Fhinn an ceann de.

5. Translate into English :—

Ġaḃaim a ċorp ar ċoimirceaḋ mo ġaile agus mo ġaisge. Is iongnaḋ liom a laiġeḋ ro gaḃ ó Chenél Eoġain tiġearnas for ċáċ mossa. Do ċuiṁniġ me ar an t-seanaimsir, do smuain mé ar oibreaċaiḃ do láṁ. Níor ċuiṁniġ an t-áirdfeaḋmanaċ air, aċt do ḋearṁaid é.

SECTION C.

6. Translate into English :—

D' ḟreagair Maoise agus a dúḃairt: "Ní ċreidfiḋ siad mé, agus ní éisdfiḋ lé mo ġuṫ; aċt déarfaid: Níor ṫug an Tiġearna ughdarás duit."

An sin a dúḃairt sé leis: "Cad é an níḋ sin an do láiṁ?" Agus a duḃairt se-san: "Ata slat."

7. Translate into English :—

A Phádraic sin agad mo sgeul
Mar-ċárla ḋam féin gan ġó
Mo ḋul ar m' imṫeaċta go beaċt
As mo ṫeaċt tar m' ais ó Thír na n Óg

SECTION D.

8. Name and distinguish the different declensions of adjectives. Decline bán, 'white,' in the feminine gender.

9. Give the infinitives of the verbs :—

fág, leave;
lean, follow;
gluais, move;
goil, cry;
ceil, conceal.

10. Mention, illustrating your answer by examples, the principal changes which the use of the article produces on the initial consonant of the word which it precedes.

Appendix.

Section III., VIII.

Examination Questions.

Male Teachers.

Ct Papers

New Programme.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. M'Clintock, District Inspector.

1. Prove that $\cos(A+B) = \cos A \ \cos B - \sin A \ \sin B$; and hence deduce the expressions for $\cos 2A$ in terms of $\sin A$ and of $\cos A$.

2. Prove that $(1 + \tan A)^2 + (1 + \cot A)^2 = (\sec A + \operatorname{cosec} A)^2$.

3. Show that $\cos 2A = 2\cos\left(\frac{\pi}{4} - A\right) \cos\left(\frac{\pi}{4} + A\right)$.

4. Calculate cos 15°. In a triangle ABC, $A = 75°$, $C = 90°$, and $b = 3\sqrt{3}$; find *a*.

5. Assuming the ordinary expressions for the sine and cosine of the sum and of the difference of two angles, prove that—

$\sin A - \sin B = 2\cos\frac{1}{2}(A+B) \sin\frac{1}{2}(A-B$; and
$\cos B - \cos A = 2\sin\frac{1}{2}(A+B) \sin\frac{1}{2}(A-B$.

6 Prove that $\cos^6 A - \sin^6 A = \cos 2A(1 - \frac{1}{2}\sin^2 2A)$.

7. Find an expression which will include all angles having the same given tangent.

8. Given $\sin A = \frac{1}{3}$ and $\cos B = \frac{1}{4}$, calculate $\cot 2A$, $\tan(45° + B$ and $\operatorname{cosec}(A+B)$.

9. Prove that $\sec 2A = 1 + \tan A \ \tan 2A$.

10. Express the seven-thirteenths of two right angles: (*a*) In circular measure; (*b*) In degrees, minutes, and seconds; (*c*) In grades, minutes, and seconds.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Name the Consonant Intervals of the Scale.

2. What are the Leading Tones of the Scale?

3. Write the primary forms of the principal measures in common use.

4. In which of the following keys will the note *lah* be highest? In which lowest? D, F♯, C♯, B♭, A.

5. Write a minor third over the notes:—

r, l, fe, ta, d.

6. Name the following intervals:—

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)
d^{1}	f^{1}	l	r^{1}	f^{1}
f	s	d	m	l

7. Write the time names of the following:—

{ | d : d.d | d : | d : — | d : –.d | d.,d : d.d,d | d,d.d : d ‖ }

8. Write the following passage an octave higher:—

s_{1} m r t_{1} f l_{1} d s_{1} m r t_{1} d.

9. What does "Key E" mean?

10. Describe the mental effects of fah, doh, lah, soh, te.

Appendix.
Section III., VIII.
Examination Questions.
Male Teachers.
C¹ Papers.
New Programme.

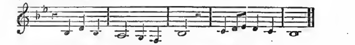
VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

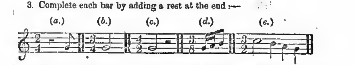
Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Re-write the following two octaves higher, doubling the value of each note and rest:—

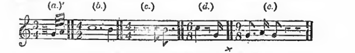


2. Write the perfect fourths found in the scale of E♭.

3. Complete each bar by adding a rest at the end:—



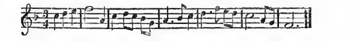
4. Complete the following bars by adding two notes at the end of each:—



5. Write, in treble clef, the major scales of F, B♭, E. Do not prefix signatures, but place the sharps or flats before the notes requiring them.

6. Write the key signatures of the following major scales: A♭, D, B, G, E♭.

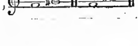
7. Transpose the following into the key of E♭:—



8. Explain the terms: *Adagio, Lento, Crescendo, Allegretto, Presto.*

9. Describe the order of accents in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ times.

10. Explain the difference between the following intervals:—



Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C^2 Papers.

New Programme.

IX.—Questions set to Male Candidates for Second Division of Third Class. New Programme.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. Strongе, Head Inspector.
Mr. Murphy, District Inspector.

Blest be the gracious power, who taught mankind
To stamp a lasting image of the mind!
Beasts may convey, and tuneful birds may sing,
Their mutual feelings, in the opening spring;
But man alone has skill and power to send
The heart's warm dictates to the distant friend;
'Tis his alone to please, instruct, advise
Ages remote, and nations yet to rise.

Crabbe.

The following is the form of a cheque drawn on the Royal Bank of Ireland:—

"Dublin, 1st January, 1867.
Royal Bank of Ireland.

Pay John Smith or Bearer, Ten Pounds Ten Shillings—£10 10s.
John Doe."

This cheque should have a penny stamp, but a postage stamp will not answer. John Doe is called the drawer of the cheque. The bank pays the money to the bearer, that is, to the person who presents it, and charges the amount to the account of the drawer, who thereupon has so much less money standing to his credit at the bank.

DICTATION.

The venerable age of Lord Chatham, his merited rank, his superior eloquence, his splendid qualities, his eminent services, the vast space he fills in the eye of mankind, and, more than all the rest, his fall from power, which, like death, canonizes and sanctifies a great character, will not suffer me to censure any part of his conduct. I am afraid to flatter him; I am sure I am not disposed to blame him. Let those who have betrayed him by their adulation insult him with their malevolence. But what I do not presume to censure I may have leave to lament. For a wise man, he seemed to me at that time to be governed too much by general maxims. I speak with the freedom of history, and I hope without offence. One or two of these maxims, flowing from an opinion not the most indulgent to our unhappy species, and surely a little too general, led him into measures that were greatly mischievous to himself, and for that reason, among others, perhaps fatal to his country; measures, the effects of which, I am afraid, are for ever incurable. He made an administration so checkered and speckled, he put together a piece of joinery so crossly indented and whimsically dovetailed, a cabinet so variously inlaid, such a piece of diversified mosaic, such a tesselated pavement without cement, here a bit of black stone and there a bit of white, patriots and courtiers, kings, friends, and republicans, whigs and tories, treacherous friends and open enemies, that it was indeed a very curious show; but utterly unsafe to touch and unsure to stand on. The colleagues whom he had assorted at the same boards stared at each other, and were obliged to ask, Sir, your name?

Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C^2 Papers.

New Programme.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1.

Yes! *let* the rich deride, the *proud disdain*,
These simple blessings of the lowly train,
To me more dear, *congenial* to my heart,
One native *charm*, than all the gloss of art:
Spontaneous *joys*, where nature has its play,
The soul *adopts* and owns their first-born sway;
Lightly they frolic o'er the vacant mind,
Unenvied, unmolested, *unconfined.*
But the long pomp, the midnight *masquerade*,
With all the freaks of wanton wealth arrayed,
In these, *ere* triflers *half* their *wish* obtain,
The toiling pleasure sickens into pain.

Parse fully the words in *italics*. (It is not allowable to parse instead of a word given, one substituted for it.)

2. Analyse the following sentence:—

Beside yon straggling fence,
With blossomed furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master taught his little school.

3. Classify the following nouns (using columns), by writing after each one or more of the words, proper, common, abstract, collective, or diminutive:—*friendship, Westminster Abbey, hillock, army, truth, nobility, money, a Demosthenes, freedom, strength, gosling, garden.*

4. Correct (giving your reasons) or justify the following expression:—

(*a*.) It is quite true, what you say.
(*b*.) Each claim shall be considered in their turn.
(*c*.) I intended to have come at two o'clock.
(*d*.) His cowardice and weakness was most reprehensible.

5. What is a diphthong? Name three real diphthongs; and distinguish them from apparent diphthongs.

6. Enumerate the methods by which the gender of English nouns is marked; and give three examples of each method.

7. Write the following prefixes in a column:—*for, un, se, intro, juxta, with, super, be, fore, subter, sine, mis*; and, in a second column, opposite each prefix, its meaning; and, in a third column, a word containing the prefix.

8. Name the auxiliary verbs, and write notes on the origin and use of any three of them.

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Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C^3 Papers.

New Programme.

9. Give (with examples) at least four constructions in which the verb precedes its subject.

10. Write down the plural forms of the following nouns:—Monsieur, Madame, stimulus, ellipsis, erratum, calico, parenthesis, dilettante, dogma, quarto, amanuensis, sheaf.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. An autumn walk.
2. The pursuit of wealth.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map (with names) of the counties on the east coast of Ireland. Indicate, so far as is possible within the limits of those counties, the courses of the Rivers Lagan, Boyne, Liffey, and Slaney; and mark the positions of Lambay, Ireland's Eye, and Saltee Islands.

2. On a skeleton map of Europe indicate the courses of the Volga, the Danube, and the Tagus, and the positions of (*a*) Capes Ortegal, Spartivento, and St. Vincent, and (*b*) the following towns:—Archangel, Barcelona, and Marseilles.

3. Explain clearly, by reference to a diagram, the cause of the earth's motion in an orbit round the sun.

4. Describe the courses, from source to mouth, of the following rivers:—Severn, Thames, Trent. What are their tributaries?

5. Explain fully how the magnitude of the earth has been determined.

6. Describe the positions of the following mountain ranges in Scotland:—The Grampians, the Lowther and Cheviot ranges. Name three summits in each, stating where they are situated.

7. Describe the direction of the great watershed of Europe. Why do the longest rivers in Europe flow into the southern seas? What is the largest European river flowing into (1) the Arctic Ocean, (2) the Baltic, (3) the Mediterranean?

8. What and where are Perim, Gowhatty, Auckland, Tobago, Saskatchewan, Belize, Sutlej?

9. Give a general description of Greece under the heads of area, population, trade and industry, chief towns.

10. What are the chief towns of Cyprus, Chili, Natal, Mauritius, California, Tasmania, the Punjab?

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Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
C² Papers. New Programme.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. Give as full an account as you can of the oldest poem in the English language.

2. Mention two events, very noteworthy as affecting the development of the English language, which occurred while Chaucer was still a young man.

3. What was the most productive period of Chaucer's literary labours? Name the works written by him therein.

4. Which is accounted the best of Shakespeare's—

(*a*.) Rhymed Poems,
(*b*.) Tragedies,
(*c*.) Historical Plays,
(*d*.) Comedies?

5. Sketch briefly the life of Addison.

6. State the most striking characteristics of the poetry of Burns.

7. Give the title and the date of Tennyson's first book of poems. Mention some verses contained therein.

8. What probably was the date of composition of L'Allegro and Il Penseroso? Assign reasons for your answer.

9. Comment upon the words italicised in the following lines, and supply in each case the omitted part of the couplet—

(*a*.) Find out some *uncouth* cell;
(*b*.) In heaven *yclept* Euphrosyne;
(*c*.) So *buxom*, blithe, and *debonair*;
(*d*.) And every shepherd tells *his tale*;
(*e*.) Meadows trim with daisies *pied*;
(*f*.) The *cynosure* of *neighbouring eyes*.

10. Explain the following expressions which occur in the Deserted Village, and write out in full the couplet in which each occurs—

(*a*.) The decent church;
(*b*.) Mistrustless of his smutted face;
(*c*.) The village train;
(*d*.) That bayed the whispering wind;
(*e*.) On Torno's cliffs or Pambamarca's side.

Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C^2 Papers.

New Programme.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. In what time will the simple interost on £725 at 4 per cent. per annum amount to £16 6*s.* 3*d.* more than the interest on the same sum for the same time at $3\frac{1}{2}$ per cent.?

2. An article which cost 19 guineas per cwt. is retailed at 4*s.* 6*d.* per lb., and there is a waste of 5 per cent. What is the rate of profit por cent.?

3. Find tho oxact value of—

$$\frac{\frac{1}{3}\text{ of }2\cdot179-\frac{5}{6}\text{ of }\cdot8684}{\frac{2\frac{1}{3}}{5}-\frac{2}{5\frac{5}{8}}+\frac{1\frac{5}{11}}{4\frac{6}{7}}}\text{ of }200l.$$

4. How much 4 per cent. Stock at $93\frac{1}{2}$ must be sold out to pay a bill of £954 17*s.* 6*d.*, 9 months before it is due, discount (true) at the rate of 5 per cent. per annum being allowed?

5. When a vulgar fraction is reduced to a decimal, in what cases will the decimal (*a*) terminate, (*b*) recur? What is the limit in the number of figures in the period? Give examples in illustration of your answer.

6. A, B, and C are workmen. A can do a piece of work in 6 hours, thus doing twice as much as B can do; and A, B, and C can together do the work in $2\frac{1}{2}$ hours. Show that C can do in 5 hours as much as B can do in 9 hours.

7. Five men are employed 7 hours a day on a certain work. After they have been engaged 4 days, it is found they have done $\frac{1}{12}$ of the whole. Six more men are then employed, and all are to work $7\frac{1}{2}$ hours a day. When will tho work be completed, supposing they all work equally fast?

8. Solve by the unitary method:—If 35 bushels of oats last 7 horses for 20 days, how many days will 96 buehels last 18 horsee?

9. Find the value of $\frac{1}{1000}$ of $\frac{\sqrt{9}-\sqrt{\cdot9}}{\sqrt{4}-\sqrt{\cdot4}}$.

10. Define G.C.M. and L.C.M. Find the prime factors of 111540, 296352, 404352, and thence write down all the numbers which will divide the three given numbers without a remainder, and also the smallest number which they will all divide without a remeiuder.

Appendix
Section III
IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme.

ALGEBRA.—80 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, sixteen marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. A dealer bought a horse, expecting to sell it again at a price that would have given him 10 per cent. profit on his purchase; but he had to sell it for £50 less than he expected, and he then found that he had lost 15 per cent. on what it cost him; what did he pay for the horse?

2. Resolve into factors—

$$(pr-qs)^2-(ps-qr)^2.$$

3. Extract the square root of—

$$a^4+2(2b-c)a^3+(4b^2-4bc+3c^2)a^2+2c^2(2b-c)a+c^4.$$

4. If $x=a+b+\dfrac{(a-b)^2}{4(a+b)}$ and $y=\dfrac{a+b}{4}+\dfrac{ab}{a+b}$

$$\text{then } (x-a)^2-(y-b)^2=b^2.$$

5. Find the Greatest Common Measure of—

$$8x^3-8x^2-4x-3 \text{ and } 2x^4+3x^3-3x^2-7x-3.$$

6. Solve the equation—

$$\frac{1}{ax+4}+\frac{ax-4}{16}=1.$$

7. Solve the equation—

$$\frac{x-1}{x+1}-\frac{x-2}{x+2}=\frac{x-3}{x+3}-\frac{x-4}{x+4};$$

and show that the value found for x satisfies the equation.

8. Simplify—

$$\frac{\left(\dfrac{3x+x^3}{1+3x^2}\right)^2-1}{\dfrac{3x^3-1}{x^3-3x}+1}\div\frac{\dfrac{9}{x^2}-\dfrac{33-x^2}{3x^2+1}}{\dfrac{3}{x^2}-\dfrac{2(x^2+3)}{(x^3-x)^2}}.$$

9. Solve the equation—

$$\frac{x}{x-1}=\frac{x-1}{x}+\frac{9}{20}.$$

10. An engineer had a certain number of telegraph poles to extend the wires a certain distance; he found that if he set them 15 yards apart he would have too many by 150; but if he set them 5 yards apart he would have too few by 70. How many poles had he?

Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme.

GEOMETRY.—70 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed.

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Prove that if two triangles have two sides of the one equal respectively to two sides of the other, but their bases unequal, their vertical angles are unequal (10 marks); and show that if the diagonals of a parallelogram are unequal the greater diagonal subtends the greater angle (4 marks).

2. Divide a line so that the rectangle contained by the whole and one of its parts may be equal to the square of the other part (10 marks); and prove that if a line AB be so divided in C, $AC \cdot CB = AC^2 - CB^2$ (4 marks).

3. Prove that triangles upon equal bases and between the same parallels are equal (10 marks); and show that if a line be drawn from the vertex of a triangle bisecting the base, it bisects every parallel to the base (4 marks).

4. Prove that in any triangle the square of a side subtending an acute angle is less than the sum of the squares of the other sides by twice the rectangle contained by either of those sides and the straight line intercepted between the acute angle and the perpendicular drawn to that side from the opposite angle (10 marks); and prove that if ABC is an acute angled triangle and if perpendiculars BQ and CR are drawn from the base extremities of the base BC to the opposite sides, $AB \cdot BR + AC \cdot CQ = BC^2$ (4 marks.)

5. Construct a rectangle equal to a given quadrilateral (10 marks); and show how to construct a rectangle equal to the difference between two given quadrilaterals (4 marks).

6. Draw a perpendicular to a straight line from a point outside it (10 marks); and find a point in given line such that if it be jointed to two given points the joining lines will made equal angles with the given line (4 marks).

7. If a line be divided into two equal and also into two unequal parts, prove that the rectangle contained by the unequal parts, together with the square of the line between the points of sections, is equal to the square of half the line (10 marks); and from this show that if a line AB is bisected in C and divided unequally in D, $AB^2 - 4CD^2 + 4AD \cdot DB$ (4 marks).

8. Prove that two triangles are equal if their bases and base angles are respectively equal (10 marks); and show that if ABC be a right angled triangle having angle B right, and angle C two-thirds of a right angle, the area of the equilateral triangle on AC is equal to the sum of the areas of the equilateral triangles on AB and BC (4 marks.)

9. Prove that if a line be divided into two equal and two unequal parts the sum of the squares of the unequal parts is equal to twice the

Appendix
Section III.
IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme.

square of half the line and twice the square of the line between the points of section (10 marks); and prove that the difference between the squares of the unequal parts is equal to twice the rectangle contained by the whole line and the part between the points of section (4 marks).

10. Prove that opposite sides of a parallelogram are equal (10 marks); and show that if L be the middle point of one side AB of a parallelogram and M the middle point of opposite side CD, the diagonal BC is trisected by the lines joining AM and DL (4 marks).

MENSURATION.—30 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being assigned to each.*

Mr. Eardley, Head Inspector.
Mr. Pedlow, District Inspector.

1. Find the number of yards in the side of a square which shall contain a statute acre.

2. The foot of a ladder in a street is 30 feet distant from the side wall of a house in it, and the top rests against a window which is 22½ feet from the ground. By turning the ladder over, without shifting its position on the ground, it reaches a window on the other side of the street 36 feet high. Find the breadth of the street.

3. The length of a rectangle is four times its breadth, and its perimeter is 100 yards. A square has the same perimeter. What is the difference in area between the square and rectangle?

4. The area of a rectangular field is 5¼ acres, and its length is 804 links; find in links its breadth.

5. The width of a house is 21 feet, and its roof has unequal slopes, the lengths of which are 20 and 13 feet; find the height of the ridge above the eaves.

6. ABCD is a quadrilateral field, and the angle B is a right angle. A surveyor takes the following dimensions:—

AB = 48 chains.
BC = 20 chains.
DE, the perpendicular on AC, = 30 chains. Find the area.

7. The length of the Suez Canal is 60 miles, and the area of its surface 1 square mile. Supposing its width to be uniform, find it.

8. The sides of a rectilinear field ABCD are 120, 130, 30, and 40 yards respectively, and the angle D is right. Find the length of the diameter of a square which is equal in area to the field.

9. Find the number of panes in a window 7 feet 6 inches high and 5 feet wide, each pane being 1 foot in length and 9 inches wide, and an area of 6 square feet being deducted for the woodwork.

10. The sides of a triangle are 15, 14, and 13 yards; find the length of the side of an equilateral triangle equal to it in area.

Appendix
Section III. IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. O'CONNELL, District Inspector.

1.—

			£	s.	d.
June	1.	Cash in hand, ...	500	0	0
		Cash in bank, ...	600	0	0
		Goods, ...	600	0	0
		William Jones owes me . . .	100	0	0
		My acceptance of bill, drawn by Price & Co., due June 15, ...	200	0	0
,,	4.	Bought of William Jones, goods, . .	100	0	0
,,	15.	Paid by cheque, my acceptance due this day, .	200	0	0
,,	20.	Sold goods to Price & Co., and received £100 cash from them in part payment, . .	150	0	0
,,	25.	Paid clerk's salary by cheque, . . .	10	0	0
,,	30.	Received from Price & Co. their acceptance of 1 month for	50	0	0
,,	30.	Paid into bank	100	0	0
,,	30.	Goods on hands valued at . . .	600	0	0

Journalise the foregoing transactions.

2. Post same into Ledger; balance and close the accounts.
3. Make out a Trial Balance.
4. Prepare a Balance Sheet.

5.—

		£	s.	d.
May 1.	William Reid sold John Ward goods for .	1,200	0	0
	and received in part payment of them cash, . . . £200 0 0 and his acceptance at 2 months for 800 0 0			
,, 5.	William Reid discounted John Ward's acceptance and received cash, . £795 0 0 Discount charged thereon, . 5 0 0	800	0	0

Give a copy of the journal entries for those transactions in Reid's and Ward's books.

6. What entries in reference to the above appear in John Ward's Ledger and in the Bills Receivable Account in William Reid's Ledger?

7. Journalise the following entries:—

	£	s.	d.
(*a*.) Paid rent of office, ...	10	0	0
(*b*.) Purchased business premises and paid cash for same, ...	500	0	0
(*c*.) Received from John Wilson, of Hong Kong, to be expended in buying goods for shipment to him,	1,000	0	0
(*d*.) Bought on account of John Wilson, of Hong Kong, goods, and paid cash for them, . .	200	0	0

Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
C^2 Papers.
New Programme.

8. I, William Reid, bought tea from James Thompson for £50, and sold it to John Robertson for £40. John Robertson pays me by a bill for £40, and I then give Robertson's acceptance and £10 cash for the balance to James Thompson.

What are the journal entries in Reid's, Thompson's, and Robertson's books respectively.

9. What entries are made on the Dr. and Cr. sides of a Balance Account? In what way does the difference in the sums of these entries indicate solvency or insolvency?

10. (*a*) I have journalised Cash Dr. to William Price £20, when the amount should have been £25; and (*b*) I have posted from the entry James Simpson Dr. to Goods to the proper side of the goods account, but made no entry in James Simpson's account. How may those mistakes be rectified?

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper,

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Smith, District Inspector.

1. (*a*.) Explain the difference between sowing *broadcast* and *drilling*. (*b*.) What advantages are claimed for the latter?

2 Describe in detail the manner of cultivating vetches.

3. Describe fully the method of sowing grass seeds with spring corn.

4. State clearly how tillage assists in promoting the growth of crops.

5. (*a*.) Describe in detail the processes known as the *rippling* and *retting* of flax; and (*b*) state the object of each.

6. (*a*.) Describe the Espalier method of training fruit trees. (*b*.) What advantages are claimed for it?

7. Describe the proper mode of feeding calves until they are fully weaned, when milk is scarce.

8. Describe fully the rearing and fattening of young turkeys from the moment they leave the shell until they are fit for market.

9. If the soil is wet and not very rich, what preparation does it require before planting fruit trees?

10. Write full notes on the proper manner of feeding pigs put up to fatten.

THEORY OF METHOD.—80 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, sixteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. Write notes of a lesson on the Gulf Stream, on the Measurement of Rectangles, *or* on Pronouns.

2. How is a teacher to deal with the almost irrepressible activity of infants? What are the three mistakes made in regard to this activity?

3. Define Discipline. What are the means available to the teacher for securing it?

4. What classes should work arithmetic on paper? Enumerate the qualities to be insisted on in the work.

5. Describe your method of dealing with a dictation exercise subsequently to the writing of the passage. Criticize other methods of completing the lesson.

6. Under what circumstances is getting off reading lessons by "heart" injurious to young learners?

7. Describe fully the geographical teaching which should precede the introduction to the map of the world.

8. There are three points of paramount importance in the style of Reading: what are they; and how is each to be secured?

9. Show how to teach the Preposition.

10. At what time should a teacher be in his school in the morning and for what principal reasons? What duties has he to attend to (*a*) before the ordinary business of teaching begins, (*b*) at play time, and (*c*) before leaving after dismissal?

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

1. Draw a line 3·5″ long, and at one extremity erect a perpendicular 1·75″ long. From the top of the perpendicular draw a line making an angle of 30° with the given line.

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Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
C^d^ Papers.
New Programme.

2. Construct an equilateral triangle whose perimeter shall be equal to that of a square of 1″ side.

3. Construct a triangle, two of whose sides are 2·5″ and 3·25″, the angle opposite the shorter one being 40°.

4. Divide a straight line 5″ long into three parts in the proportion of 2 : 3 : 4.

5. Divide a straight line 6″ long into extreme and mean proportion.

6. Within a given square, 2·5″ side, inscribe another square having its sides parallel to the diagonals of the first square.

7. The adjacent sides of a rhomboid are $\frac{7}{8}''$ and $1\frac{3}{8}''$, the diagonal joining the extremities of these is $1\frac{3}{4}''$. Construct the rhomboid.

8. Draw a circle of 2·5″ radius, and determine, as if unknown, its centre.

9. From a point A, 1″ outside the circumference of a circle whose diameter is 2″, draw a tangent to the given circle.

10. Construct the circle of which any arc is a part.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left-uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. PURSER, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. What are the Dissonant Intervals of the Scale? Which interval is most dissonant? Which least?

2. State the mental effect of each tone of the scale sung slowly.

3. Arrange the following keys in descending order of pitch: E, G, D, A, B.

4. Write the time names of the following:—

{ | s.,f.,r : | m.,-.,d : r.m,f | s,l.s : d ||}

5. Arrange in ascending order of pitch:—

s_1 l r t_1 f m t d^1.

6. Name the following intervals and their inversions:—

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)
d^1	m^1	r^1	t	f
r	f	l	f	t_1

7. Re-write the following in four-pulse measure, doubling the value of every note and rest:—

{ | d : d.r | m : -.f | s : l.s | m : ||}

8. Explain: *Dal Segno, Da Capo, M.* 112, *Adagio, Diminuendo.*

9. Write the primary forms of three-pulse, four-pulse, and six-pulse measures.

10. Define *doh's* place in the scale.

Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
Cᵉ Papers.
New Programme.

VOCAL MUSIC (STAFF NOTATION.—25 Marks).

One hour and a half allowed for this paper.

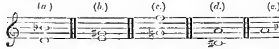
N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. PURSER, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1 Write, in treble and bass, the major scales of A♭ and B. Do not prefix signatures. Add the sharps or flats before the notes requiring them.

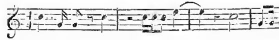
2. Write, in treble and bass, the key signatures of the following major scales: D, E, B♭, D♭, G.

3. Name the following intervals, and state what each becomes on inversion:—



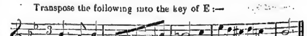
4. Name all the major thirds and all the minor seconds in the scale of E major.

5 Re-write the following in $\frac{3}{2}$ time, doubling the value of every note and rest, and also in $\frac{3}{8}$ time, halving the value of every note and rest:—



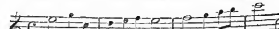
6 Write two bars in each of the following times:—$\frac{3}{8}$, $\frac{2}{4}$, $\frac{4}{2}$, $\frac{6}{8}$, $\frac{9}{8}$

Transpose the following into the key of E:—



8. Explain the following terms. Clef, Scale, Dominant, Interval, Compound Time

9 Write the following two octaves lower in the bass clef:—



10. Explain the following terms: *Largo*, *Forte*, *Staccato*, *Allegro*, *Vivace*.

Appendix. Section III, IX. Examination Questions. *Male Teachers.* C² Papers. New Programme.

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are of equal value, ten marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. (*a*.) When did the Romans invade England? (*b*.) In what condition did they find the inhabitants? (*c*.) How was that condition changed when Britain ceased to be a Roman province?

2. Name the first English monarchs of the royal houses of York, Tudor, Stuart, and Hanover, respectively, giving in each case the date of accession.

3. (*a*.) What claim had James I. to the crown of England? (*b*.) Why were the native Irish willing to acknowledge him as their sovereign?

4. State all you know of any two of the following:—Edward the Black Prince, Cardinal Wolsey, Sir Walter Raleigh, General Wolfe.

5. Give a brief sketch of the Crimean War.

6. Assign dates to the following events in Irish History:—

Introduction of Christianity into Ireland by St. Patrick;
Treaty of Limerick;
Convention of Dungannon;
Battle of the Yellow Ford;
Battle of Vinegar Hill.

7. Who were the contending parties at the battles fought at the under-mentioned places? Give the date in each case.

(*a*.) Hastings.
(*b*.) Bannockburn.
(*c*.) Crecy.
(*d*.) Poictiers.
(*e*.) Flodden.

8. State all you know of the Battle of Clontarf.

9. "When Malachi wore the collar of gold which he won from the proud invader."

(*a*.) Who was the Malachi referred to?
(*b*.) Who was the proud invader?
(*c*.) At what date did the event occur?

10. Give the dates of the accession and of the end of the reigns of the following sovereigns:—

(*a*.) Edward III.;
(*b*.) Henry VIII.;
(*c*.) William III.;
(*d*.) Richard II.;
(*e*.) George IV.

Appendix.
Section III., IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dickie, District Inspector.

SECTION A.

1. Translate into English:—

Ubi ea dies, quam constituerat cum legatis, venit, et legati ad eum reverterunt, negat se more et exemplo populi Romani posse iter ulli per provinciam dare, et, si vim facere conentur, prohibiturum ostendit. Helvetii, ea spe dejecti, navibus junctis ratibusque compluribus factis, alii vadis Rhodani, qua minima altitudo fluminis erat, nonnunquam interdiu, saepius noctu, si perrumpere possent, conati, operis munitione et militum concursu et telis repulsi, hoc conatu destiterunt.

2. Translate into English:—

Nam etsi sine ullo periculo legionis delectae cum equitatu proelium fore videbat, tamen committendum non putabat, ut, pulsis hostibus, dici posset eos ab se per fidem in colloquio circumventos. Posteaquam in vulgus militum elatum est, qua arrogantia in colloquio Ariovistus usus omni Gallia Romanis interdixisset, impetumque in nostros ejus equites fecissent, eaque res colloquium ut diremisset, multo major alacritas studiumque pugnandi majus exercitui injectum est.

SECTION B.

3. Translate into English:—

(*a.*) Consecutus id, quod animo proposuerat, Caesar receptui cani jussit, legionisque decimae signa constitere.

(*b.*) Ne tum quidem insecutis hostibus, tertio die ad flumen Elaver pontem refecit, atque exercitum traduxit.

(*c.*) Erat summa inopia pabuli, adeo ut foliis ex arboribus strictis et teneris arundinum radicibus contusis equos alerent.

SECTION C.

4. Decline the following nouns:—
Domus, lapis, corpus, exercitus, res.

5. Conjugate the following verbs:—
Sero, fruor, lavo, venio, adipiscor.

6. Frame phrases exhibiting—
(*a.*) A verb governing the genitive case;
(*b.*) A verb governing the dative case;
(*c.*) A verb governing the ablative case.

7. Compare the following adjectives:—
Bonus, pulcher, beneficus, arduus, audax.

8. Give instances of two prepositions which vary in meaning according as they govern the accusative or the ablative case, and illustrate your answer.

Appendix.
Section III, IX.
Examination Questions.
Male Teachers.
C² Papers.
New Programme.

SECTION D.

9. Translate into Latin:—

(*a*.) He promised to come along with his brother in a short time.
(*b*.) Nothing will prevent me from going there.
(*c*.) All were afraid that the sick man would die.
(*d*) I hear that he has bought the house and garden for a large sum.

10. Translate into Latin:—

(*a*.) At the beginning of winter both armies retired into winter quarters.
(*b*.) I married one of his sisters; the other married Claudius.
(*c*.) It is necessary that great evils should be cured by strong remedies.
(*d*.) I hope that he will not carry out what he has threatened to do.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. DALY, District Inspector.

SECTION A.

Translate into English:—

1. La jeune fille se mit à pleurer amèrement, prévoyant qu'elle ne trouverait plus une occasion aussi favorable et d'aussi bonnes gens pour la conduire. D'autre part les maîtres du kharstma ne paraissaient pas du tout disposés à la garder, et voulurent à toute force qu'elle partit avec ceux qui l'avaient amenée.—*La Jeune Sibérienne.*

2. La veille du jour où Lopouloff devait les quitter, ils voulurent prendre congé de lui pour n'avoir pas la douleur d'assister à son départ: ils sortirent de chez lui à neuf heures du soir, et se retirèrent, le cœur navré de toutes les douleurs que les hommes peuvent supporter sans mourir.—*La Jeune Sibérienne.*

SECTION B.

3. Translate into English:—

(*a*.) Non seulement je connais les fables mais j'en sais beaucoup par cœur.
(*b*.) Je l'ai ouï prêcher.
(*c*.) Cette maladie est dangereuse: il pourrait en mourir.
(*d*.) Personne ne sera assez hardi.
(*e*.) Qu'allons nous faire?

SECTION C.

4. Translate into French:

(*a*.) I had flour and salt.
(*b*.) Are these pens good?
(*c*.) A dry summer is very injurious to plants.
(*d*.) The little boy whose father is dead is living with us now.
(*e*.) You are mistaken.

5. Translate into French:—

Some fresh water, some butter, some fine strawberries, some good friends, some ink.

Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C² Papers.

New Programme.

Section D.

6. Write out the preterite definite of pendre, agir, apercevoir, and the present subjunctive of cacheter and aller.

7. (*a.*) Express the following numbers in French :—31, 71, 99.

(*b.*) When should vingt and cent be inflected, and when are these words invariable?

8. Give the plurals of éventail, vantail, croix, and the feminine plurals of doux and inquiet.

9. Give a list of the relative pronouns in French, with examples of their use.

10. Write in French (*a*) the days of the week, and (*b*) the names of the months.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, ten marks being allowed for each.

Dr. Moran, Head Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate the following into Irish :—

Was the weather rough yesterday when ye were on the sea? No, the weather was fine, though the wind was high and the sea was rough. Were they on the top of the mountain? They were not on the top of the mountain, but they were at the foot of it.

2. Translate into Irish :—

I was to-day where I need to be long ago. The assistance of God is nearer than the door. We are young and healthy, but they are rich. I have not been well since I left my own country.

Section B.

3. Translate the following into English :—

Do ġlac Cormac an deoċ agus do ṫuit an suan ceudna air, agus do ġlac Eitċe bean Chormaic an corn agus ibeas deoċ as, agus do ṫuit an suan ceudna uirre amail ċáċ.

4. Translate into English :—

A dubradar gur duine é naċ ḃ-feacaiḋ aon ċleas ar foġnaṁ ariaṁ, mar go d-tug sé cleas ar an g-cleas sin; agus nís sin ro ċuaiḋ fear díoḃ ar an tonna.

5. Translate into English :—

Níor ḃ-féidir le h-aon duine freagra ar biṫ do ṫabairt air: Níor ḃ-féidir leo freagra do ṫabairt air annsna neiṫiḃ-si.

D' iarradar air gan a ċur d' ḟiaċaiḃ orra dul an sa dubaiġeun. Cuir d-ḟiacaḃ ar na daoiniḃ súiḋe sios.

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Appendix.

Section III., IX.

Examination Questions.

Male Teachers.

C² Papers.

New Programme.

SECTION C.

6. Translate into English :—

Cad é an t-aolaċ ċuireann tú ar an talaṁ ann aimsir an earraiġ? Cuirm luaiṫre ċnáṁ. Naċ b-fuil luaiṫre ċnáṁ tirim agus gan suġ do 'n talaṁ. Ni b-fuil; tá bríġ áiriḋe ann a deanas an cré, no an uir, saiḋbir.

7. Translate into English :—

Bh-fuil tu-sa a Sheorsa aig foġlam gaoḋailge? Táim. Innis ḋam anois, ma's sé do ṫoil é, ca ṁeud lá 's an t-seaċtṁain. Seaċt lá. Abair iad ann gaoḋailge.

SECTION D.

8. Conjugate the verb táim 'I am,' in the indicative mood, past tense, negative form.

9. What classes of nouns are generally in the masculine gender?

10. What letters eclipse b, c, g and d? Illustrate your answer by examples.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr SULLIVAN, Head Inspector.
Mr. M'CLINTOCK, District Inspector.

1. Explain what is meant by an angle of 540°, and find its trigonometrical functions.

2. Trace the changes in the sign and value of $\sin A - \cos A$ as A changes from 0° to 180°.

3. Calculate $\tan 30^\circ$, $\sec 45^\circ$, $\cos 120^\circ$, $\sin 135^\circ$.

4. If $\cot A = 1\frac{1}{2}$, find $\sin A$, $\sec A$, $\operatorname{versin} A$.

5. If $\sin A = m \sin B$, and $\tan A = n \tan B$, find $\sin A$ in terms of m and n.

6. Show that—

$$\cos A(\tan A + 2)(2\tan A + 1) = 2\sec A + 5\sin A.$$

7. Define the term *radian* or *angular unit*. Find the length of the arc of a circle subtended by an angle at the centre whose circular measure is $\frac{1}{5}\pi$ in a circle whose diameter is 50 feet.

8. Define the tangent and the cosecant of an angle and obtain a formula connecting them.

Prove that $\tan A + \cot A = \sec A \operatorname{cosec} A$.

9. Prove by geometrical construction that—

$$(\tan A - \sin A)^2 = (\sec A - 1)^2 - (1 - \cos A)^2.$$

10. Show that—

$$\sin A = \sin(180^\circ - A) = -\sin(-A);$$
$$\text{and} \quad \cos A = -\cos(180^\circ + A) = \cos(360^\circ - A).$$

Appendix.

Section III, X.

Examination Questions.

Female Teachers

A¹ Papers.

Old Programme.

X.—Questions set to Female Candidates for First Division of First Class.—(Old Programme.)

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector
Mr. MacMillan (Senior), District Inspector.

1. What are the principal laws of memory? Show how you would comply with them in your teaching.

2. What benefits would you expect your pupils to derive from preparing home lessons? How would you endeavour to fully secure these benefits?

3. How would you teach a fifth class inductively the rules of Syntax relating to the objective case?

4. "The incorrect or imperfect answer is the teacher's guide." Explain.

5.
The needy traveller, serene and gay,
Walks the wild heath, and sings his toils away.
Does envy seize thee? Crush the upbraiding joy,
Increase his riches and his peace destroy;
Now fears in dire vicissitude invade,
The rustling brake alarms, and quivering shade,
Nor light nor darkness brings his pain relief,
One shows the plunder, and one hides the thief.

Write the questions necessary to lead a class of girls to a clear understanding of this passage.

6. Reduce 100,000 feet to miles *by finding the miles first*; and show how you would make the reason of every step in the process clear to fifth-class girls.

7. A gallery capable of accommodating 40 girls is placed across one end of a class-room 12 feet wide; how far will it extend from the wall against which it is placed? Give the details which lead up to your answer.

8. What subjects should a teacher include in her course of reading with a special view to qualify herself to teach Geography effectively and usefully to even the lowest classes learning this branch.

9. Describe the objects put into the hands of the youngest children as the first, second, and third gifts by the Kindergarten teacher, and the methods of using them.

10. Under what circumstances do 100 complete attendances made within the results period not qualify a pupil for examination for Results Fees; and under what circumstances do less than 100 attendances qualify?

Appendix.
Section III., X.
Examination Questions.
Female Teachers.
A¹ Papers.
Old Programme.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Lo! where the rosy bosomed hours,
  Fair Venus' train, appear,
Disclose the long-expecting flowers,
  And wake the purple year!
The Attic warbler pours her throat
Responsive to the cuckoo's note,
  The untaught harmony of spring:
While, whisp'ring pleasure as they fly,
Cool zephyrs through the clear blue sky,
  Their gathered fragrance fling.

Gray.

The Abbey of Newtown, a village situated upon the Boyne, near Trim, was founded by Simon Rochfort, or De Rupeforti, for Augustine Canons, about A.D. 1206, and dedicated to St. Peter and St. Paul. Though now in a state of dilapidation, it was anciently one of the grandest in this part of the country, as may be judged from the exquisite beauty of some of the details, such as capitals, vaulting, shafts, etc., which have not been disturbed, and from the numerous fragments of its once noble windows and arches, with which the surrounding cemetery is strewn.

For Dictation see page 208.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. K. Rich. Is thy name *Tyrrel?*
Tyrrel. *James Tyrrel*, and your most obedient *subject*.
K. Rich. Art thou, *indeed?*
Tyrrel. *Prove* me, my gracious sovereign.
K. Rich. *Darest* thou resolve to kill a friend of *mine?*
Tyrrel. *Ay*, my lord;
But *I had rather kill* two enemies.
K. Rich. *Why*, there thou hast it: two deep *enemies*,
Foes to my rest and my sweet sleep's *disturbers*
Are they *that I would have thee deal upon*.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

Appendix.
Section III., X.
Examination Questions.
Female Teachers.
A¹ Papers.
Old Programme.

2. Draw out a general and a particular analysis of the following sentence :—

> If thou hadst feared to break an oath by him
> The imperial metal, circling now thy brow,
> Had graced the tender temples of my child,
> And both the princes had been breathing here,
> Which now, two tender playfellows for dust,
> Thy broken faith hath made a prey for worms.

3. Describe "Murray's Method of Parsing" and "The English Method of Parsing"; and discuss their comparative advantages.

4. Write the following words in a column :—*Athelney*, *ford*, *gangway*, *participle*, *anticipate*, *fright*, *hast*, *tense*, *vowel*, *bye-law*, *Hereford*, *gospel* ; and, in a second column, give opposite each word the root from which it is derived ; and in a third column the meaning of the root.

5. In English composition, what is meant by "the order and consistency of time"? Quote some instances in which the order of time has been violated by some famous authors. Comment upon: "I often feared he would have died before our arrival."

6. Write grammatical notes on the italicised words in the following sentences :—

(*a.*) But both of you were vowed Duke Humphrey's *foes*.

(*b.*) *Away* and mock the time with fairest show.

(*c.*) Who *dares* receive it *other*?

(*d.*) Whereto *the rather* shall his day's hard journey
Soundly invite him.

7. Name the dissyllabic feet ; and give a word as an example of each, marking the accented and unaccented syllables.

8. Why has it been maintained that in English there is no passive voice? State the arguments at length.

9. The following words are described as having no singular :—*arms*, *customs*, *letters*, *manners*, *sessions*, *riches*. Explain this statement, taking the words one by one.

10. Correct (giving your reasons) or justify the following expressions :—

(*a.*) A secretary and manager were appointed.

(*b.*) Sailing into Galway Bay, the shores present a great deal of diversity.

(*c.*) 'Tis hard to say if greater want of skill
Appear in writing or in judging ill.

(*d.*) Great Queen of Arms! whose favour Tydeus won,
As thou defend'st the sire, defend the son.

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GEOGRAPHY.—60 Marks.

Appendix.
Section III., X.—
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map of the coast lines of the Gulf of Mexico and the Caribbean Sea, and indicate the positions of Cuba, Jamaica, San Domingo, and Porto Rico.

2. On a skeleton map of England and Wales complete the boundaries of the maritime counties extending between the Solway Firth and the mouth of the Severn, and mark the positions of the Rivers Ribble, Dee, and Lune, and of the following capes—St. Bee's Head, St. David's Head, and Great Orme's Head.

3. Give an account of the discovery of the planet Neptune.

4. Describe briefly by reference to a diagram the meridian chains and deep sea valleys of the Southern hemisphere.

5. Give an account of the manufacturing industry of France.

6. Give the substance of Humboldt's description of the effects produced in the tropical regions of South America by periodical rains and droughts.

7. Describe the course taken by the Gulf Stream, and give any remarkable instances of articles cast on shore by the Stream.

8. Give an account of Southern Africa under the following heads—relative positions of the countries comprised, chief towns, native races, government.

9. (*a.*) What are the foreign possessions of Spain?
   (*b.*) State all you know of the Balearic Islands.

10. State all you know of:—
    (*a.*) The Great Wall of China;
    (*b.*) "The Gate of India";
    (*c.*) "The Spectre of the Brocken."

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. A owes B £2,725, and offers to pay him at a certain rate of discount instantly, instead of at the end of two years, when the debt will be due. B can place out the money which he will receive at 5 per cent. interest, and by that means will gain by the transaction £25 At what rate is the discount calculated?

Appendix.
Section III., X.
Examination Questions.
Female Teachers.
A¹ Papers.
Old Programme.

2. A person sells out £15,300 3 per cent. Consols at 92¼, and invests the proceeds in a foreign 5 per cent. Stock at 102½; when each stock has fallen 5⅛ he again sells out, and re-invests in the 3 per cents.; by how much will the annual income differ from what it was at first?

3. Two houses are built; the first is twice as long in building as the second; one and a half times as many men are employed in building the first as in building the second; their wages per hour are one-third higher, and they work 10 hours a day and 6 days a week, whilst the others work only 8 hours a day and 5 days a week; the cost of the second house in workmen's wages was £1,000. What was the cost of the first?

4. A can do half a piece of work in 24 days, and B can do as much work in 3 days as A can do in 4 days; they work together for 4 days; A then leaves, and C joins B, and they work together for 6 days; then A returns, and the three finish the work in 11 days; how long would it have taken C to do the whole piece of work?

5. A wine merchant buys 3 kinds of wine and mixes them in this proportion: 1 pipe of the first kind, the price of which is £80 a pipe; 3 pipes of the second, the price of which is £90 a pipe; 2 of the third kind. He keeps the mixture for 12 months and then sells it for £104 10*s.* a pipe, clearing 10 per cent., after allowing 4 per cent. for interest of capital. What was the original price of the third kind of wine?

6. A bath can be filled by the cold water pipe in 9 minutes, and by the hot water pipe in 11¼ minutes. A person leaves the bath room after turning on both pipes simultaneously, and returns at the moment when the bath should be full. Finding, however, that the waste pipe has been open he now closes it, and in 3¾ minutes more the bath is full. In what time would the waste pipe empty it?

7. A tradesman buys goods at £60 per ton, loses one-nineteenth by waste, and advertises them at such a rate as will enable him to take 5 per cent. discount for ready money off the advertised price, and still secure a profit of 12½ per cent. upon the whole transaction. At what price per cwt. did he advertise them?

8. A contractor undertook to build a house in 21 days, and engaged 15 men to do the work; but after 10 days he found it necessary to engage 9 men more, and then he accomplished the work one day too soon. How many days behind time would he have been if he had not engaged the additional hands?

9. A merchant buys 2,520 quarters of corn ⅓ of which he sells at a gain of 8 per cent., and the remainder at a gain of 5 per cent. If he had sold the whole at a gain of 6 per cent., he would have made £63 more. Find the cost price per quarter.

10. How does true discount differ from mercantile discount? Which is the greater, and why?

Show that for a given time and rate:—

$$\frac{interest}{principal} = \frac{discount}{present\ worth} = \frac{interest - discount}{discount}.$$

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Dr. MORAN, Head Inspector.
Dr. BATEMAN, District Inspector.

1. Give (with dates) twelve events in the History of Great Britain and Ireland during the first half of the present century.

2. (*a*) Name the most distinguished Spartan and Athenian law givers; and (*b*) state the effects of their laws on the inhabitants of those states respectively, as manifested in their national peculiarities.

3. Sketch the History of Egypt from the death of Alexander the Great to the time of Mehemet Ali.

4. Give a brief account of the History of Germany from the accession of Rodolph of Hapsburg to the year 1807.

5. Sketch briefly the History of Portugal to the year 1807.

6. State what you know of the following persons:—

(*a*.) Joan of Arc;
(*b*.) Peter the Great;
(*c*.) Paul I. of Russia;
(*d*.) Alexander III. of Russia.

7. From what year, respectively, has England held possession of—

(*a*.) Gibraltar;
(*b*.) Fiji Islands;
(*c*.) Aden;
(*d*.) Griqualand?

8. State all you know of the canal which was made in ancient times from the Nile to the Red Sea.

9. Name four circumstances for which the concluding or sixth period of the Middle Ages is noted.

10. Give a brief sketch of the History of France from 987 to 1597.

ENGLISH LITERATURE—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. In what terms does King Edward reply to Gloucester's greeting?—

Glou.: "Good morrow to my Sovereign King and Queen,
And princely peers, a happy time of day!"

Name the peers referred to.

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Appendix.

Section III., X.

Examination Questions.

Female Teachers.

A¹ Papers.

Old Programme.

2. Explain the expressions italicised:—

(*a.*) "Ay, *millstones*; as he *lessoned* us to *weep*."
(*b.*) "I *muse* why she's at liberty."
(*c.*) "I was a *pack-horse* in his great affairs."
(*d.*) "I'll *build* a holy *descant*."
(*e.*) "*Gramercy*, fellow."
(*f.*) "Because that, like a *Jack*, thou keep'st the stroke."

3. "I would I knew thy heart."
"'Tis figured in my tongue."

Between whom and under what circumstances did this dialogue take place?

4. Quote the first five lines of Clarence's reply to Brakenbury's query—

"Awaked you not with this sore agony?"

5. "The curse my noble father laid on thee
When thou did'st crown his warlike brows with paper."

Who is the speaker, whom does he address, and what is the incident alluded to?

6. Comment upon the words italicised in the following, and say by whom they were used:

(*a.*) My *counsel's consistory.*
(*b.*) *Pitchers have ears.*
(*c.*) Like the *formal vice, iniquity,*
I *moralize two meanings* in one word.
(*d.*) Would they were *basilisks.*
(*e.*) That came too *lag* to see him buried.
(*f.*) Seldom or never *jumpeth with* the heart.

7. Complete the passage beginning—

"No doubt, no doubt; O 'tis a parlous boy."

and quote the words to which it was a reply.

8. Describe the disposition of Richard's forces, as ordered by himself at Bosworth Field.

9. Give in your own words, but as fully as you can, Buckingham's account of the result of his efforts to induce the populace to hail Richard as King.

10. "O gentle villain, do not turn away!"
To whom were these words addressed, and by whom? Quote the reply.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. STRONGE, Head Inspector.
Mr. McNEILL, District Inspector.

1. On growing old.
2. Emigration.

Appendix.
Section III., XI.
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

XI.—QUESTIONS set to Female Candidates for Second Division of First Class.—(Old Programme).

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. MACMILLAN (Senior), District Inspector.

1. What would you first teach about the map of the world when introducing it to a class of beginners? In teaching the third class a continent, what order would you follow?

2. What proficiency in composition should be aimed at in primary schools, and by what steps is it to be attained?

3. How do the motives under the influence of which a girl of nine years of age does her school work differ from those which incite a young woman preparing for a profession?
How can a teacher promote the pupil's progress towards these higher motives?

4. Give the points to be attended to when questioning on a lesson with a view to the information of the pupils.

5. Explain accurately what is denoted by *forms of life, knowledge and beauty.* Draw up a time table for the junior division of an ordinary national school in which Kindergarten is taught.

6. Enumerate as fully as you can the advantage of the *best method* of teaching children to spell, and mention what steps you would take to secure these advantages.

7. For what extra subjects taught within school hours in an ordinary girls' school will Results Fees be paid? On what conditions is payment for passes in these subjects dependent.

8. Write out the programme for infants. Sketch in detail a month's course of lessons for an infant class.

9. Write out full notes of a lesson on the reason of the rule for multiplication of fractions.

10. "In Johnson's time the literary society of London was much more confined than at present, and he sat the Jupiter of a little circle, sometimes, indeed, nodding approbation, but always prompt, on the slightest contradiction, to launch the thunders of rebuke and sarcasm."
Give the questions and comments you would use in explaining this sentence fully.

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Appendix.
Section III.
XI.
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

PENMANSHIP.—10 Marks.

Half an hour allowed for this paper.

Mr. Strong, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Lo! where the rosy bosomed hours,
  Fair Venus' train, appear,
Disclose the long expecting flowers,
  And wake the purple year!
The Attic warbler pours her throat
Responsive to the cuckoo's note,
  The untaught harmony of spring:
While whisp'ring pleasure as they fly,
Cool zephyrs through the clear blue sky,
  Their gathered fragrance fling.

GRAY.

The Abbey of Newtown, a village situated upon the Boyne, near Trim, was founded by Simon Rochfort, or De Rupeforti, for Augustine Canons, about A.D. 1206, and dedicated to St. Peter and St. Paul. Though now in a state of dilapidation, it was anciently one of the grandest in this part of the country, as may be judged from the exquisite beauty of some of the details, such as capitals, vaulting, shafts, etc., which have not been disturbed, and from the numerous fragments of its once noble windows and arches, with which the surrounding cemetery is strewn.

For DICTATION see page 208.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis, and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Mr. Strong, Head Inspector.
Dr. Beatty, District Inspector.

1. K. Rich.—*Who* saw the sun to-day?
Ratcliff. Not *I*, my lord.
K. Rich.—*Then* he disdains to shine; *for* by the book
He *should have braved* the east *an hour ago*:
The sky doth frown and *lour* upon our army.
I *would* these dewy *tears were* from the ground.
Not *shine* to-day! *Why*, what is that to me
More than to Richmond? for the *selfsame* heaven
That frowns on me looks sadly upon him.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

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2. Draw out a general and a particular analysis of the following passage :—

> The news I have to tell your Majesty
> Is, that by sudden floods and fall of waters,
> Buckingham's army is dispersed and scatter'd ;
> And he himself wander'd away alone,
> No man knows whither.

3. Explain the origin of abstract nouns, and their etymological formation ; and give examples of as many affixes as possible used for this purpose.

4. What method of teaching the distinction between Proper and Common Nouns does Dr. Sullivan recommend ? State the advantages he claims for his plan.

5. Correct (giving your reasons) or justify the following expressions :—

(*a*.) I must be so plain to tell you that you do not understand it.

(*b*.) Search we the springs
And backward trace the principles of things.

(*c*.) Such a periodical as Arnold would have loved and Coleridge promised to contribute to.

(*d*.) It bears some analogy with what I have described.

6. Explain fully the distinction between parsing and analysis.

7. What classes of words have we drawn from the following languages :—Greek, French, Italian ? Give an example of each class.

8. Write grammatical notes on the italicised words in the following lines :—

(*a*.) I never was *nor never* will be false.
(*b*.) *Richard except*, those whom we fight against
Had rather have us win than him they follow.
(*c*.) I'll not believe *but* they ascend the sky.
(*d*.) Where *be* the bending peers that flattered thee ?

9. What was the primary use of the Adverb ? To what other uses is it now applied ? Give examples of different ways of forming Adverbs.

10. Write out the affixes in the following words, and explain the meaning of each :—

Antagonist, friendship, verbose, lessee, wizard, putrescence, Jacobite, artist, wisdom, advertise.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. MORAN, Head Inspector.
Mr. WORSLEY, District Inspector.

1. Draw a map showing the coast-line of the Baltic Sea. Indicate the relative positions of Finland and the Baltic Provinces of Russia and Prussia ; and mark the positions of four gulfs, and of the islands of Dago, Oesel, and Gothland.

Appendix.

Section III, XI.

Examination Questions.

Female Teachers.

A² Papers.

Old Programme.

2. On a skeleton map of Italy indicate the positions of the principal rivers, of the gulfs of Genoa, Gaeta, Salerno, and Taranto, and of capes Passaro and Leuca.

3. Give an account of Portugal under the following heads :—area, population, provinces, chief towns, foreign possessions.

4. (*a.*) Explain in what way the distribution of moisture on the surface of the earth is dependent on latitude. (*b.*) How do you explain the absence of rain in the deserts of the Sahara and Gobi, and in the rainless district of Peru?

5. Give a description of the Carpathians under the following heads :—different ranges, characteristics, products.

6. What is meant by a transit of Venus? On what does the exact time of the recurrence of this phenomenon depend? What deductions do you draw from the fact that this planet presents phases?

7. State what you know of the following :—The Iron Gate, Etesian Winds, The Hanse Towns, the puszta of Hungary.

8. What are the chief productions and manufactures of Russia?

9. Describe fully the mountain ranges of Scotland.

10. What islands are included in Malaysia (or the Indian Archipelago)? Name the chief towns of the principal islands in this group. What portions of the group are Dutch possessions?

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. If the difference between the interest and the discount on a sum of money for $4\frac{1}{4}$ years at $6\frac{1}{2}$ per cent. be £488 8*s.* 2·4*d.*, what is the sum?

2. A fast train leaves a place A for another place B, at the same moment that a slow train leaves B for A. The fast train takes two hours on the journey, and if the slow train kept its time, they would meet at a distance from B equal to $\frac{3}{8}$ of the whole distance from A to B. Instead of this, the place where they meet is at a distance from B equal to $\frac{1}{4}$ of the distance from A to B. How much behind time will the slow train be when it arrives at A?

3. A does $\frac{2}{3}$ of a piece of work in 12 days and then gets B to help him. They work together for 2 days, when B leaves, and A finishes the work in 3 days more. Find how long B would have taken to do the whole.

4. A person started at half-past two o'clock and walked to a village, arriving there when the church clock indicated a quarter past three. After staying 25 minutes he drove back by a road one-fourth as long again, at a rate twice as fast as he had walked and reached home by four o'clock. Determine how much the village clock was wrong.

Appendix.
Section III.
XI.
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

5. An insolvent, whose assets are £3,396 15*s.*, can only pay 5*d.* in the pound. His three creditors agree to take dividends in the proportion of the amounts respectively due to them. The dividends thus taken are in the proportion of $12\frac{3}{17}$, $7\frac{4}{33}$, $6\frac{1}{21}$. What are the amounts of their debts?

6. A tradesman proposes to sell an article at £22 12*s.*, payable at the end of one year from the date of purchase. The buyer offers £11 4*s.* at the end of six months and another £11 4*s.* at the end of one year from the time of purchase. Which would be better for the tradesman, and by how much; money being worth 4 per cent. per annum?

7. What is meant by discount? Upon what principle ought it to be calculated? Show that the customary discount on paying a bill some time before it is due is greater than the true discount by the interest upon this latter sum for that time.

8. The value of 1 oz. troy of English standard gold is £3 17*s.* $10\frac{1}{2}$*d.*; 31·1 French grammes are equal in weight to 1 oz. troy; the worth of a given weight of English standard gold is to that of the same weight of French standard gold in the ratio of 91·5 to 90, and 1 gramme of French gold is worth 3·1 francs. Required the value of £1 in francs.

9. A person invests £25,935 in the 3 per cent. Stock at 90. What is his income? If the first year's dividend be invested in the same stock at 91, and the dividend for the second year at 95, what will be his income for the third year?

10. A person sells railway stock at $104\frac{5}{8}$, and invests the proceeds in 3 per cent. Consols at 93. After getting a half-year's dividend he sells at $93\frac{3}{8}$, and his whole gain is £168 15*s.* How much railway stock did he sell?

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. What events in Scottish history are associated with the following years:—

(*a.*) A.D. 79;
(*b.*) A.D. 843;
(*c.*) A.D. 1038;
(*d.*) A.D. 1707;

2. To what governments was Venetia subject during successive periods of the present century? Give the dates of the changes.

3. Give a short sketch of the history of Russia from the death of Catherine II. to the peace of 1856.

4. Name the seven united provinces which formed in 1579 the Republic of Holland; and give the title of its supreme magistrate.

5. State the duration of the reigns of the English monarchs who bore the name of George.

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Appendix.
Section II., XI.
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

6. What political change occurred (*a*) in France in 1848; and (*b*) in Spain in 1872?

7. (*a*.) Name four kings of the second Assyrian empire who invaded Palestine; and (*b*) state fully the events of the two last invasions.

8. (*a*.) Mention four leading events in the history of England from the 5th to 11th century inclusive; and (*b*) assign dates to these events.

9. Sketch briefly the history of the East India Company.

10. Describe Napoleon's Bonaparte's final campaign.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. "Take up the sword again, or take up me." To whom were these words addressed, and by whom? Describe the scene.

2. Explain the portions of the following extracts which are italicised:—

(*a*.) In this weak *piping* time of peace.
(*b*.) *Defused infection* of a man.
(*c*.) I by *attorney*, bless thee from thy mother.
(*d*.) Thou *cacodemon!* there thy kingdom is.
(*e*.) Your *fire new* stamp of honour.
(*f*.) He would *insinuate with thee* but to make thee sigh.

3. To what does Buckingham allude, when he says:—

"This is the day that, in King Edward's time,
I wish'd might fall on me, when I was found
False to his children or his wife's allies"?

4. When Derby inquired of Sir Christopher Urswick what men of note had joined Richmond, whom did Urswick mention?

5. Name in order the phantoms that appeared (*a*) to Richard, and (*b*) to Richmond, on the eve of Bosworth Field.

6. *Glou.* "Was not your husband
In Margaret's battle at Saint Alban's slain?"

Explain the reference in the above.

7. What is the meaning of

(*a*.) Intend some fear;
(*b*.) I danced attendance here;
(*c*.) To engross his idle body;
(*d*.) Smooth, deceive, and cog;
(*e*.) You have pilled from me;
(*f*.) That bottled spider?

8. Give the substance of Gloucester's remarks when criticising his own person.

Appendix.
Section III., XI.
Examination Questions.
Female Teachers.
A² Papers.
Old Programme.

9. Complete the context and name the speakers in the following cases:—

(*a*.) "More pity that the eagle should be mewed."
(*b*.) "What black magician conjures up this fiend."
(*c*.) "Yea, and much more; but I was born so high."
(*d*.) "Who made thee then a bloody minister."
(*e*.) "He hath no friends but who are friends for fear."
(*f*.) "I had a Richard too and thou did'st kill him."

10. Quote Stanley's message to Hastings

ENGLISH COMPOSITION—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. High winds blow on high hills.
2. A tour through Ireland.

Section III., XII.
B Papers.
Old Programme.

XII.—Questions set to Female Candidates for Second Class. (Old Programme.)

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. What are the conditions essential to the successful practice of simultaneous reading? And what are its advantages.

2. What duties devolve on the teacher with regard to the habits and manners of her pupils? Quote, as accurately as you can, the practical rule on this point.

3. If a teacher, whose division you had to examine, remarked, on the failure of her girls, "Oh, they should know that well, I told them it often," of what defects in her professional character would you have evidence?

4. By what test would you ascertain whether your girls knew a map thoroughly? What is the most effective way of fixing the relative position and the physical features of a country in the mind? Give three exercises for sixth-class girls on head (*b*) of their course in geography.

5. Give some important characteristics of good questions for class teaching. Describe a common fault in the style of questioning.

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Appendix.
Section II.
XII.
Examination Questions.
Female Teachers.
3 Papers on Programme.

6. To what source does Dr. Joyce refer teachers for useful hints on the teaching of grammar? What is there said concerning inflections?

7. Give suggestions as to the use of love of praise, and as to the use of fear, as motive to effort.

8. What has to be done before a Roman Catholic teacher can allow a Protestant pupil to be present at religious instruction, or *vice-versâ*? Who must take the initiative in getting the preliminary warrant for such presence? In what other cases does the rule apply?

9. What is the programme in mental arithmetic for V^1 and for V^2 classes? Write out five questions suitable for class V^1, and five for Class V^2, representative of the kinds you would propose to each.

10. And Harold stands upon this place of skulls,
The grave of France, the deadly Waterloo,
How in an hour the power that gave annuls
Its gifts, transferring fame as fleeting too!
In "pride of place" here last the eagle flew,
Then tore with bloody talon the rent plain.

Write the questions you would use in expounding the last five lines of this extract, and indicate the information you would likely have to give.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Lo! where the rosy bosomed hours,
Fair Venus' train appear
Disclose the long-expecting flowers,
And wake the purple year!
The Attic warbler pours her throat
Responsive to the cuckoo's note,
The untaught harmony of spring:
While, whisp'ring pleasures as they fly,
Cool zephyrs through the clear blue sky.
Their gathered fragrance fling.

Gray.

The Abbey of Newtown, a village situated upon the Boyne, near Trim, was founded by Simon Rochfort, or De Rupeforti, for Augustine Canons, about A.D. 1206, and dedicated to St. Peter and St Paul. Though now in a state of dilapidation, it was anciently one of the grandest in this part of the country, as may be judged from the exquisite beauty of some of the details, such as capitals, vaulting, shafts, etc., which have not been disturbed, and from the numerous fragments of its once noble windows and arches, with which the surrounding cemetery is strewn.

For Dictation see page 208.

Appendix.
Section III. XII
Examination Questions.
Female Teachers.
B Papers.
Old Programme.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. McElwaine, District Inspector.

1. Indicate clearly the pronunciation of each of the following words, marking the accent:—*façade, capuchin, flaccid, desultory, cedilla, indictment.* Give the meaning of each word.

2. Give the correct spelling of each of the following words:—*eksecrabel, plebean, vasilate, epera, konisure, paroxism.*

3. Derive each of the following words:—*heptarchy, dandelion, mob, principle, cynosure, Tramore.*

4. What rules determine whether *s* or *z* should be written in words ending in *ize* or *ise?* Give examples.

5. How do the uneducated Irish err in the pronunciation of the following sounds and letters:—*ea, e, d, t, ou,* and *ei?* Give examples.

6. Write notes on the spelling of *licence* and *license, enclose* and *inclose, duellist* and *duelist.*

7. Trace the following words from their primitives:—*mercurial, chilblain, rally, cess, fallow* ground, *countenance.*

8. Distinguish, in pronunciation and in meaning, the pairs of words spelled as follows (as given in the Fourth Class of Verbal Distinctions):—*conjure, gallant, permit.*

9. Give the various meanings or applications of the following words (as given in the Fifth Class of Verbal Distinctions):—*palm, pound, kind.*

10. What, according to Blair, is the great source of a loose style in composition? Distinguish between *wisdom* and *prudence*; *abandon, forsake, desert, ability, capacity, talent*

GRAMMAR AND COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Blush, grandeur, blush; proud courts, withdraw your blaze!
Ye little stars! hide your diminished rays.
And *what?* no monument, inscription, *stone?*
His *race*, his form, his name almost *unknown?*
Who builds a church to God, and not to Fame,
Will never *mark* the marble with his name:
Go *search it* there, where to be born and die,
Of rich and poor, *makes* all the history.
Enough that virtue filled the space between;
Proved by the ends of *being* to have been.

Parse fully the words in *italics.* (It is not allowable to parse, instead of a word given, one substituted for it.)

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Appendix.
Section III. XII.
Examination Questions.
Female Teachers.
II Papers.
Old Programme

2. Draw out a general analysis of the following sentence :—

In the counties of Limerick and Tipperary there is another kind of rich land, consisting of a dark, friable, dry, and sandy loam, which, if preserved in a clean state, would throw out corn for several years in succession.

3. In what order, according to Dr. Sullivan, are the principal parts of speech to be taught? Adopting Dr. Sullivan's method, give an outline of a brief introductory lesson upon the adjective.

4. The rule is that "adjectives should not be used as adverbs." Give instances in which the adjective form is preferred; and show that the adverbial form, if used in these cases, would alter the meaning.

5. Explain in detail the force and use of the present perfect tense.

6. Write the following words in a column, and enter in other columns, opposite to each word, its prefix, and the meaning of the prefix :—*synod, parasol, uphold, withstand, irradiate, preterite, aphelion, autograph, hyphen, beside, imbitter, forbid.*

7. Discuss the propriety of the following expressions :—

(*a.*) Every thirteen weeks.
(*b.*) And many a holy text around she strews,
That teach the rustic moralist to die.
(*c.*) There were no less than twenty persons killed.
(*d.*) They are the ten first names on the list.

8. Write down the singular and plural of six nouns in each of the following classes :—

(*a.*) Foreign nouns which retain their original plural forms exclusively.
(*b.*) Foreign nouns which have adopted in addition the ordinary English plural form as an alternative.

9. Write a short composition (not less than a page) on *one* of the following subjects :—

(*a.*) Neatness in dress.
(*b.*) Drawing and needlework as a training for hand and eye.

10. Classify adverbs, and assign to its class each of the following :—*less, nowise, already, finally, enough.*

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B. *One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map of the province in which your school is situated, indicating the boundaries of the several counties and the positions of the principal towns of any one of these counties.

2. On a skeleton map of Europe indicate the courses of the Rivers Don, Dnieper, Danube, Vistula, Oder; and the positions of the Vosges Mountains, Capes Roca and Corso, and of Lakes Como and Ilmen.

Appendix.

Section III., XII.

Examination Questions.

Female Teachers.

B Papers.

Old Programme.

3. What portions of Hindostan are (1) Portuguese, (2) French, (3) independent?

4. Give a description of Peru under the following heads;—Area, population, government, exports, and chief towns.

5. (*a*) Explain, by reference to a diagram, the cause of spring tides. (*b*.) On what circumstances does the time of high water depend.

6. State the position and geographical designation of Schwarzwald, Flushing, Demavend, Lob-Nor, Reunion, Kordofan, Chiloe, Wyoming.

7. Describe the courses, from source to mouth, of the following:—rivers:—Rhine, Rhone, Po, Danube; and name the tributaries of each.

8. Describe the great Equatorial Current of the Atlantic Ocean.

9. State all you know of the glaciers of the Alps.

10. Explain fully how Scotland may be said to be divided into three peninsulas.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Morgan, District Inspector.

1. "But screw your courage to the sticking-place
And we'll not fail."

Quote the lines following in which Lady Macbeth sets forth her plans for the murder of Duncan.

2. Give five practical hints as to the best ways of properly ventilating a room.

3. Explain what is meant by an endowment assurance.

4. "The management of the voice (of the attendant) is a matter of considerable importance to the comfort of the sick." Explain, and illustrate this statement.

5. Explain the allusions in the following lines, and state from what poem each is taken:—

(*a*.) "Where wild Altama murmurs to their woe."
(*b*.) "Bold Robin Hood and all his band."
(*c*.) "Awake my St. John! leave all meaner things."
(*d*.) "America's young shout of liberty."
(*e*.) "Condemned a needy suppliant to wait,
While ladies interpose and slaves debate."

6. Give the substance of Sir W. Wilde's description of the River Boyne in its earlier course.

7. Independently of his great attainments in mechanics, in what respects was James Watt a distinguished man?

8. Give (*a*) Grattan's description of the eloquence of William Pitt, Earl of Chatham, and (*b*) his estimate of him as a statesman.

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Appendix. Section III., XII. Examination Questions. *Female Teachers.* B Papers Old Programme.

9. Describe the career of Warren Hastings prior to the time that he was placed at the head of the government of Bengal.

10. Write out the stanza in Gray's Elegy beginning—

"Can storied urn or animated bust,"

and explain it as you would to a class.

ARITHMETIC. 100 Marks.

Two hours and a half allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. If the discount on a bill due $4\frac{1}{2}$ years hence at $6\frac{1}{2}$ per cent. is £1,768, what is the amount of the bill?

2. £5,850 is invested in Consols at $97\frac{1}{2}$ and soon after sold at $95\frac{3}{4}$. The proceeds are then invested in £50 shares at 45 paying 6 per cent. dividend. Find the interest on the shares.

3. Write out any rule for dividing one number containing decimals by another, and give fully the reason of the rule which you adopt. Use as an example ·007 divided by 81·9.

4. If 12 men can reap $\cdot\dot{9}2307\dot{6}$ acres in $\cdot\dot{8}5714\dot{2}$ days of $4\cdot\dot{6}$ hours each day, how many hours of each day would 56 women require to work in order to reap $5\cdot\dot{5}3846\dot{1}$ acres in $5\cdot\dot{1}4285\dot{7}$ days, the work of 10 women being equal to that of 3 men?

5. A grocer buys 40, 50, and 63 lbs. of tea at 5*s*., 4*s*. 6*d*., and 4*s*. 2*d*. a lb. respectively. He sells one-half the first at a loss of 10 per cent., and half the second at a gain of 10 per cent. He mixes the rest. At what price per lb. must he sell the mixture so as to gain 12 per cent. on the whole?

6. Find by long division the decimals equivalent to $\frac{1}{13}$ and $\frac{2}{13}$: hence, without further calculation, obtain the decimals equivalent to $\frac{3}{13}$, $\frac{4}{13}$, up to $\frac{12}{13}$. Explain fully how your results are obtained.

7. A can mow $2\frac{1}{2}$ acres in $4\frac{2}{3}$ days, and B can mow $2\frac{1}{6}$ acres in $3\frac{1}{4}$ days; they mow together a field of 10 acres. How long were they engaged at it, and what portion of it did each mow?

8. Find the simple value of

$$\frac{4\cdot40207\dot{3}}{22\cdot01036\dot{6}} \div \frac{6\cdot\dot{6} \times \cdot375}{1\frac{6}{7} \times \frac{3}{4} \text{ of } \cdot\dot{5}3846\dot{1}} + \frac{2\cdot7\dot{7}\dot{2}}{11\cdot09}$$

9. I can obtain £46 more per annum by investing my money in 4 per cent. Stock at $77\frac{1}{2}$ than in the $3\frac{1}{2}$ per cents. at 75. How much have I to invest?

10. A tradesman marks his goods at a gain of 12 per cent., but he allows a discount of £1 6*s*. 3*d*. on payment of an account for 20 guineas. Find his actual gain per cent.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

		£	s.	d.
1. Jan. 1.	Cash in hand	500	0	0
,, ,,	Wine, 10 pipes, at £70 per pipe	700	0	0
,, ,,	John Thompson owes me	50	0	0
,, ,,	John Wilson's acceptance of my draft, due 21st instant	200	0	0
,, ,,	My acceptance of William Reid's draft, due 30th instant	150	0	0
,, ,,	Bought four pipes of wine from John Thompson for £250, and gave in payment of them cash £100, and my acceptance at one month for £150	250	0	0
,, 6.	Sold eight pipes of wine to John Wilson at £80 per pipe	640	0	0
,, 21.	Received payment of John Wilson's acceptance	200	0	0
,, 22.	Paid my acceptance to William Reid, and was allowed £1 discount for payment before Bill was due	150	0	0
,, 31.	Wine on hand valued at £70 per pipe.			

Journalize the foregoing transactions.

2. Post same into Ledger; balance and close the accounts.

3. Make out a Trial Balance.

4. I sold wine to John Wilson and charged him in error only £200, whereas I should have charged him £300. How should the error in the Ledger be corrected?

5. Make in a new Ledger the opening entries of the following balances from old Ledger:—

Balance of cash account, £50; of goods, £200; of bills payable, £250; of bills receivable, £300; of business premises, £300.

6. What are "Fictitious Accounts," and which is the most important of them? By what accounts are they closed?

7. What entries appear on each side of the stock account (*a*) when the Ledger is opened; and (*b*) when it is closed.

8.

	£	s.	d.
Paid freight on consignment of wine to Demerara	10	0	0
Paid duty on goods	18	0	0
Paid rent of warehouse	15	0	0
Bought a house, and sold it immediately afterwards at a profit of	20	0	0

Journalise the above.

9. William Jones sold W. Smith goods for £250, and received in part payment of them £100 in cash, and his acceptance for £100. What is Jones's journal entry of this transaction? What is Smith's journal entry?

10. Explain how a goods account is balanced (*a*) when all the goods are sold; and (*b*) when some of the goods remain unsold.

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Appendix.

Section III., XII.

Examination Questions.

Female Teachers.

B Papers.

1896 Programme.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B. *Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. The griefs of childhood.
2. A village concert.

HISTORY. 40 Marks.

Two hours allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions on this paper are all of equal value, eight marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Bateman, District Inspector.

1. What period in history is known as the "Hundred Days"?

2. When and by whom was an end put to the Roman Empire, first in the West, and subsequently in the East?

3. (*a.*) A censorship of the Press existed under four English kings. Name them. (*b.*) When was this censorship finally removed?

4. In what year and under what circumstances was Tara deserted as the chief seat of the Irish kings?

5. Narrate the circumstances which led to the execution of Charles I., King of England.

6. State the dates of the accession of the following sovereigns:—

(*a.*) George I. of England;
(*b.*) George I. of Greece;
(*c.*) Henry IV. of England;
(*d.*) Henry IV. of France.

7. Between what dates does the period of history known as that of the Crusades fall?

8. (*a.*) Who were the Vikings? (*b.*) In what country did they settle under Rollo? (*c.*) Give the date of the settlement.

9. State all you know of the following:—Bernadotte, Don Miguel, Maria Theresa, Conrad of Franconia.

10. (*a.*) In what year was the principle of free trade established? (*b.*) What laws were repealed at this time?

Section III., XIII.

C Papers.

1896 Programme.

XIII.—Questions set to Female Candidates for Third Class.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. What is the only kind of reading that will prove valuable to a child through life? How can the teacher aid in its attainment?

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Appendix.
Section III., XIII.
Examination Questions.
Female Teachers.
O Papers.
Old Programme.

2. How should the grammatical inflexions be first taught? Exemplify the procedure through the verb.

3. What are the educational benefits of written examinations?

4. "Make them clearly understand that the two parts of the map are pictures of the two sides of the world." Explain fully how you would do this.

5. In what places do you write the name of a child when you admit her to the school? What particulars concerning her do you then enter in the register? What entries in this book may you subsequently have to make in her case?

6. State clearly the substance of Dr. Joyce's remarks regarding the teaching of (*a*) the principles of arithmetic, and the reasons of the rules, and (*b*) the technical terms.

7. On what does the order (in time) in which the several branches of a school course are taken up depend?

8. Describe your method of teaching reading to infants from the very first, and show how it is related to other methods which have been advocated.

9. Write out the programmes in "Writing" for fourth class and for first stage of fifth.

10. Why is a play time provided for in the time table of a school? What are the teacher's duties in connection with it?

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Lo! where the rosy bosomed hours,
  Fair Venus' train, appear,
Disclose the long-expecting flowers,
  And wake the purple year!
The Attic warbler pours her throat
Responsive to the cuckoo's note,
  The untaught harmony of spring;
While, whisp'ring pleasure as they fly,
Cool zephyrs through the clear blue sky,
  Their gathered fragrance fling.

Gray.

The Abbey of Newtown, a village situated upon the Boyne, near Trim, was founded by Simon Rochfort, or De Rupeforti, for Augustine Canons, about A.D. 1206, and dedicated to St. Peter and St. Paul. Though now in a state of dilapidation, it was anciently one of the grandest in this part of the country, as may be judged from the exquisite beauty of some of the details, such as capitals, vaulting, shafts, etc., which have not been disturbed, and from the numerous fragments of its once noble windows and arches, with which the surrounding cemetery is strewn.

For Dictation see page 208.

Appendix.
Section III., XIII.
Examination Questions.
Female Teachers.
C Papers.
Old Programme.

DICTATION AND SPELLING.

50 Marks (including 20 for Dictation).

One hour and a half allowed for this paper.

N.B.- *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. McELWAINE, District Inspector.

1. Show clearly the pronunciation of the following words, marking the accent: -

mausoleum,	*finale,*
violet,	*grimace,*
trophy,	*irreparable.*

Give the meaning of each word.

2. (*a.*) Distinguish in pronunciation and in meaning the pairs of words spelled as follows (as given in the Fourth Class of Verbal Distinctions):- *invalid, gout.*

(*b.*) How does Walker account for the change of accent in words of this class?

3. Derive fully each of the following words:—

parlour,	*synonym,*
sedition,	*pellucid,*
trefoil,	*victuals.*

4. Give the various meanings or applications of each of the following words (as given in the Fifth Class of Verbal Distinctions):—*grain, hamper, fret.*

5. Why is the final consonant doubled in certain words according to the Second Rule of Spelling?

6. What are the principal vulgarisms of the uneducated English (especially of London)? Give examples.

7. (*a.*) Distinguish between *primitive* and *derivative* words.

(*b.*) "Derivative words are formed from their primitives in three ways." Explain.

8 Explain etymologically each of the following:—*surly, riddle, twist, nostril, scrap, regale.*

9. Give the meaning of each of the following, and also the spelling and meaning of words pronounced alike or nearly alike:—*caret, calender, pallet, brooch.*

10. Write out the rule for spelling exemplified by the word *pitiful,* and give the exceptions to that rule.

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Appendix.
Section III., XIII.
Examination Questions.
Female Teachers.
O Papers.
Old Programme.

GRAMMAR AND COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. O *luxury!* thou *curst* by Heaven's decree,
How *ill* exchanged are things like these for thee!
How do thy *potions*, with insidious joy
Diffuse their pleasures only *to destroy!*
Kingdoms by thee to sickly greatness *grown*
Boast of a florid vigour not their *own:*
At every draught more large and *large* they grow,
A bloated *mass* of rank unwieldy woe;
Till *sapped* their *strength*, and every *part* unsound,
Down, down they sink and *spread* a ruin round.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence:—

E'en now, perhaps, by cold and hunger led,
At proud men's doors they ask a little bread.

3. Frame three different sentences in which there are collective nouns followed by singular verbs; and three in which collective nouns are followed by plural verbs.

4. How do you parse the italicised words in the following sentences:—

(*a*.) He was elected *Member of Parliament.*
(*b*.) How sleep *the brave.*
(*c*.) *Generally speaking*, that is true.
(*d*.) You and your brother *worked* the sums.

5. Correct (giving your reasons) or justify the following expressions:—

(*a*.) The effluvia was very offensive.
(*b*.) I am after doing it.
(*c*.) Time and tide waits for no man.
(*d*.) Which nobody is so sanguine to hope.

6. To each of the following words attach a prefix, and state the alteration in meaning caused thereby:—*warn, form, critical, biography, position, stand.*

7. Write in a column six verbs, of each of which the present tense, past tense, and past participle are in spelling and pronunciation identical.

8. Classify conjunctions, and assign to its proper class each of the following:—*yet, but, unless, though, except, than.*

9. Name some nouns which have the same form for singular and plural. How is the singular of such nouns indicated

M

Appendix. Section III. (XIII.) — Examination Questions. — *Female Teachers.* — C Papers. — Old Programme.

10. Write a short composition (not less than a page) on *one* of the following subjects:—

(*a*.) The daily routine pursued in your school.
(*b*.) The longest journey you have ever taken.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Mr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw an outline map of Ireland, indicating thereon the positions of Belfast, Dundalk, Wexford, and Westport, the Mourne Mountains, and the River Slaney.

2. On a skeleton map of Asia indicate the courses of the Obi, Ganges, Tigris, and Euphrates, and the positions of the Sea of Aral, Lake Baikal, and of the towns of Bombay and Pekin.

3. Describe by reference to a diagram the portions of the earth's surface which fall within the illuminated hemisphere at midsummer, midwinter, and the equinoxes, respectively.

4. Give a description of the plains of South America, indicating their positions.

5. What industries are carried on in Sheffield, Macclesfield, Dudley, Luton, Wrexham, Swansea? In what county is each of these towns situated?

6. Name in order, from south to north, six inlets of the sea on the west coast of Scotland, describing their positions.

7. What and where are Leghorn, Adour, Van, Bathurst, Vermont Callao?

8. Give a general account of Denmark under the following heads:—population, exports, chief towns.

9. Where are the following towns, and for what are they noted:—Salamanca, Ajaccio, Mecca, Nankin, St. Louis, Benares?

10. Name the provinces and chief towns of the Dominion of Canada.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Morgan, District Inspector.

1. As an exercise in composition, give, in your own words, the story of "The Lost Camel."

2. Quote the lines from the "Deserted Village" describing the village schoolmaster.

Appendix.

Section III., XIII.

Examination Questions.

Female Teachers.

C Papers.

Old Programme.

3. "If more bank notes are issued than the country requires for circulation, one of two results invariably takes place." State the two results referred to.

4. State from what poems the following extracts are taken, and write notes on the words in italics:—

(*a.*) "Where Blake and mighty *Nelson* fell."
(*b.*) "Some *mute* inglorious *Milton* here may rest."
(*c.*) "Like to the fabled *Cytherea's* zone."
(*d.*) "Or ask of yonder argent fields above
Why Jove's *satellites* are less than Jove."
(*e.*) "So thick a *drop serene* hath quenched their orbs."

5. Give the substance of "Poor Richard's" remarks on the following precepts:—

(*a.*) "Drive thy business, let not that drive thee."
(*b.*) "At a great pennyworth, pause awhile"

6. For what purposes are (*a*) the timber, and (*b*) the bark of the horse-chestnut tree used?

7. Describe the scenery of the Gap of Dunloe *or* of the Twelve Pins.

8. Mention five ways in which gentleness may be manifested in family life.

9. How should veal cutlets be cooked?

10. Explain the origin of the following words:—*heaven, smith, haft* (of a knife), *wrong, wild.*

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. State and prove the rule for reducing a mixed circulating decimal to a vulgar fraction. What vulgar fractions produce mixed circulating decimals?

2. A and B can do a piece of work in 6 days, B and C in 7 days, and A and C in 5¼ days when they each work 9 hours a day. How long will it take A, B, C together to do it when they work 12 hours a day?

3. In what ways may the numerator and denominator of a fraction be simultaneously altered without changing the value of the fraction? Prove the truth of your statement.

4. The sum of £1,001 was invested in the 3 per cents. at 89⅜, and a half year's dividend having been received upon it, the stock was sold out, the whole increase of capital being £75 12*s.* Find at what price it was sold out.

5. Find the cost of $\cdot 3\dot{2}\dot{7}$ of 1 cwt. 2 qrs. 7 oz. + $\cdot\dot{7}0\dot{3}$ of 9 cwts. 1 qr. 2 lbs. 6 oz. + ·24 of 7 cwts. 2 qrs. 10 lbs. 12½ ozs. at £8 13*s.* 4*d.* per cwt.

6. A man, by selling goods which cost £14 per cwt. at 2*s.* 9¾*d.* per lb., makes 5 per cent. more profit than he would do if he sold the goods for £55 15*s.* 3¾*d.* What quantity was sold?

7. One company guarantees to pay 5 per cent. on shares of £100 each, another company to pay 4⅝ per cent. on shares of £7 10*s.* each. The price of the former is 124½ and of the latter £8 10*s.*; compare the rates of interest they would give to a purchaser.

Appendix. Section III., XIII. Examination Questions. *Female Teachers.* C. Papers. Old Programme.

8. Define Present Worth. State the rule for finding the Present Worth of a given sum of money due at some future time, and explain fully the reason for the process.

9. Ten men working $10\frac{1}{2}$ hours a day can complete a certain work in 9 days. If 3 of the men can only work 6 hours each day, how many hours a day must the remainder work in order that the work may be finished in 10 days.

10. In a book on Arithmetic an example was printed thus:—

"Add together $\frac{1}{14\frac{2}{3}}$, $\frac{1}{19\frac{1}{4}}$, $\frac{1}{\ }$, $\frac{1}{13\frac{3}{4}}$," the denominator of the third fraction being accidentally omitted. The answer given for this question is $\frac{11}{28}$. Required the missing denominator.

XIV.—QUESTIONS set to Female Candidates in Extra Subjects—(Old Programme.)

Section III., XIV. A, B, or C. Papers.

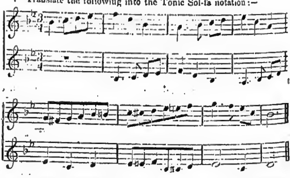
MUSIC.—TONIC SOL-FA.—50 marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. PURSER, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Translate the following into the Tonic Sol-fa notation:—



2. Translate the following into Staff notation, using the crotchet for the pulse:—

KEY F.

{ d' | l.f : m.r | m.d : l_1.,t_1 | d.,d : d,r.m,f | s : m.d' }
{ | l.f : m.r | m.d : l_1.,t_1 | d.,r m,r.d,t | l_1 : — ||

3. What intervals of the Scale are styled Partial Dissonances? What number of Index Degrees has each of these intervals?

4. Arrange the following in ascending order of pitch: (*a*) m in key A♭; r in key E; t_1 in key B♭, r in key C♯, f in key D

Appendix. — Section III, XIV. — Examination Questions. — *Female Teachers.* — A, B, or C Papers. — Old Programme.

5. Name the ollowing intervals, and write one other example of each interval:

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)
m'	d'	t	m	s'
se	ba	fe	ta,	l

6. Name the minor chords of the major mode, and the major chords of the minor mode. Use only tones proper to each mode.

7. Re-write the following passages in the "imperfect" method, *i.e.*, without bridge-notes and change of key:

KEY C.

(*a.*) m d s ^{l}r t, f m l, t, r ^{m}t d' l s d.

KEY C.

(*b.*) s m d $^{d'}$sfm d r t, d f ^{m}ltr s d.

8. Re-write the following in two-pulse measure, preserving accent and relative duration. Add the time names to the passage when so written out:—

```
{| m : r : m | s : — : — | l : — : t | d' : t : d'}
{| m : — : — | — : — : — |         : r | s  : f : m }
{| f : — :   |   :   : f | l : — : s | f  : r : m }
{| d : — : — |   :   :   ||}
```

9. State the mental effects of the different kinds of measures in ordinary use.

10. Give a plan of half an hour's Model lesson to a singing class, stating what topics you would introduce, in what order you would introduce them, and what amount of time you would allow to each of them.

MUSIC (HULLAH).—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. PURSER, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Write, in treble and bass, the major and minor scales which have six flats for key signature. Write the minor scale in three different forms.

Appendix.

Section III., XIV.

Examination Questions.

Female Teachers.

A, B, or C Papers.

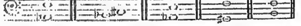
Old Programme

2. Write, in treble and bass, the major scale which has the note Sol ♯ (G ♯) for dominant, and the minor scale which has the same note for the tonic.

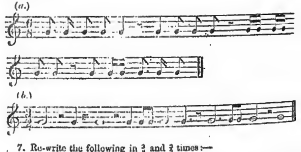
3 Of what scales, major and minor, are the following the signatures three flats, four sharps, one flat, three sharps, five flats?

4. Name all the perfect fourths in the scale of Mi (E) major, and all the minor thirds in the scale of Lab (A♭) major.

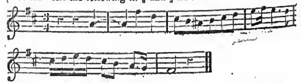
5 Name the following intervals :—



6. Add bars to the following in accordance with the time-signatures given :—



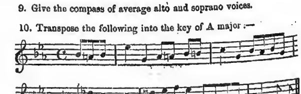
7. Re-write the following in $\frac{3}{8}$ and $\frac{3}{2}$ times :—



8. Explain the terms: *Canon, Solfeggio, Round, Solo, Tutti, Lento, Ritardando, Allegro, Piano, Dolce.*

9. Give the compass of average alto and soprano voices.

10. Transpose the following into the key of A major :—



Appendix.

Section III, XIV

Examination Questions.

Female Teachers'

A, B, or C Papers.

Old Programme.

PRACTICAL GEOMETRY AND PERSPECTIVE.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions on this paper are all of equal value, ten marks being assigned to each.*

Dr. ALEXANDER, Head Inspector.
Mr. CRAIG, District Inspector.

SPECIAL INSTRUCTIONS.

The constructions must be strictly geometrical, and not the result of calculation or trial

A single accent (′) signifies feet, a double accent (″) inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

1. Construct a plain scale of one-third of an inch to a foot to show feet and inches. The scale is to be long enough to represent nine feet.

2. Place in perspective a regular octagon of 3′ side lying on the ground, nearest side 3′ to the left, 1′ in the picture, and parallel to the picture plane. (Scale ⅓″ to 1′, length of line of direction 11′, distance between horizontal and base lines 5′.)

3. Place in perspective a circle lying on the ground 5′ in diameter, its centre to be 4½′ to the right, and 4½′ in the picture. (Scale, &c. as in Question 2.)

4. Construct a rectangle equal in area to the triangle given in diagram and having one side 1″ long.

5. Draw an equilateral triangle of 2¼″ side, and in it place three equal circles, each touching two sides of the triangle and the remaining circles.

6. Construct a triangle ABC, AB = 3⅓″, BC = 4½″, AC = 4″. Mark a point F on BC 1⅓″ from B. Divide the triangle into four equal parts by lines drawn from F.

7. Draw a circle passing through the given points *a* and *b*, and touching the given line *cd*.

8. Draw the plan and elevation of a square pyramid, side of base 2″, altitude 2½″. It rests upon the horizontal plane on its base, two edges of which are inclined to the vertical plane at 30°.

9. Draw a square of 2″ side and inscribe an equilateral triangle in it.

10. On a line AB 3″ long draw a square, and from A draw a line cutting off ⅓ of its area.

OBJECT DRAWING—OUTLINE.—50 Marks.

One hour allowed for this subject.

INSTRUCTIONS TO CANDIDATES.

1. A drawing in outline of the models placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

Appendix.
Section III, XIV.
Examination Questions.
Female Teachers.
A, B, or C Papers.
Old Programme.

OBJECT DRAWING—OUTLINE.

INSTRUCTIONS TO SUPERINTENDENTS.

The Superintendent will place a silk hat standing on its top on a drawing board arranged horizontally about 2 feet 6 inches above the floor.

It should be placed with its broader side towards the candidates so that the greater part of the brim and a portion of the inside may be seen.

The objects should be placed a little to the right of the candidates.

N.B.—The board on which the hat is placed should not be black, or, if of necessity black, it should be covered with a large sheet of paper so as to throw out distinctly the outline of the hat.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. COX, District Inspector.

1. Describe the essential structure of the lungs. State fully how the lungs affect the blood which passes through them.

2. What ill effects may possibly follow a cold bath, a warm bath, a hot bath, a Turkish bath, if injudiciously taken?

3. What conditions should be satisfied by an efficient trap for drains?

4. What pernicious effects follow the use of Alcohol by persons of sedentary habits?

5. Name the five classes of food. Explain their functions, and mention the serious results arising from a deficiency of each of them.

6. Compare the advantages and the disadvantages of an open grate with those of a stove for heating a room.

7. Name the components of gastric juice; and state what you know of its functions.

8. Mention the injurious effects of—

   (*a.*) Excessive exercise;
   (*b.*) Insufficient exercise.

9. What are the general advantages of soup as an article of diet?

10. How should you treat—

    (*a.*) The bite of a dog;
    (*b.*) A sprain;
    (*c.*) A fainting fit;
    (*d.*) A frost bite?

Appendix.

Section III., XIV.

Examination Questions.

Female Teachers.

A, B, or C Papers.

Old Programme.

DOMESTIC ECONOMY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. Describe briefly the lungs. Mention the different ways in which they may receive hurt.

2. How should cow's milk be prepared for an infant up to the sixth month of its age?

3. When marketing how would you judge of the quality of beef, mutton, and fish?

4. Describe how rain-water pipes should be laid.

5. What is the value of a "stock pot"?

6. Describe the action of coffee on the system.

7. Describe fully how to prepare and use bees-wax for polishing a floor.

8. When should a linseed-meal poultice be applied? How is it made?

9. Explain how you would disinfect a room by means of (*a*) sulphur and (*b*) chloride of lime.

10. The temperature of the human body is uniform in all climates; how is this secured?

KINDERGARTEN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Give a full account of the method of Kindergarten drawing, showing the systematic course pursued.

2. Give, in the form of notes, or otherwise, a full sketch of a first lesson on the second gift.

3. Show fully the essential importance of Frœbel's squares (network of squares).

4. Point out the principal educational advantages of the thirteenth gift (interlacing slats); and sketch four arrangements in which five slats are used.

5. Why is it important that, for the representation of forms, *all* the supplied material of a gift should be employed? Show how this principle may be carried out in the construction of some of the forms of life in the fourth gift.

6. What answer is given to the objection that in Kindergarten the faculties of the young are too early developed, and possibly overtaxed?

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Appendix.
Section III., XIV.
Examination Questions.
Female Teachers.
A, B, or C Papers.
Old Programme.

7. Explain fully the meaning of the following extract, which refers to instruction in drawing:—

"A Kindergartner who merely draws forms and gets them copied is not on the right track."

8. Show by reference to the third gift the full meaning of Frœbel's rule that nothing must be destroyed, and give applications of the rule.

9. What are said to be the advantages of pattern pricking? What precautions are to be taken against injurious consequences from this occupation? To what points is it specially necessary to draw the beginner's attention in pricking?

10. What is the first fundamental form for paper cutting? How is this form obtained?

ELEMENTARY PHYSICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Headen, District Inspector.

1. Explain clearly (*a*) why a cork floats in water; (*b*) why a man is more likely to be drowned than a horse, if both fall into a stream.

2. In large cities water is supplied to the upper stories of the highest houses as well as at the street level; explain how this is done. Give another example of the practical application of the fluid principle involved.

3. The specific gravity of lead is 11·4: explain clearly what this statement means. If you were given a piece of lead, how would you find its specific gravity?

4. What constitutes the difference between a musical sound and a noise, and between a note and its octave?

5. Give a short description of the magic lantern *or* the camera obscura, explaining how it acts.

6. With respect to heat all bodies are divided into two classes, viz., *conductors* and *non-conductors*. Explain the difference, and give four examples of the practical application in the arts of this property of conductivity.

7. Define the terms *hardness*, *elasticity*, *malleability*, and *brittleness*; and give examples of substances which severally possess one of these properties in a pre-eminent degree.

8. What is a syphon? Explain its action.

9. Explain the following phenomena:—(*a*) the ice-films found on the inside surface of the panes of a bed-room window on a frosty morning; (*b*) the visible appearance of our breath on a severe winter's day; (*c*) the bursting of water pipes after a heavy frost.

10. When light falls upon a body it is reflected, refracted, diffused or absorbed. Give the meanings, and state the consequence of each.

Appendix.
Section III, XIV.
Examination Questions,
Female Teachers.
A, B, or C Papers.
Old Programme.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. Stronge, Head Inspector.

Miss Prendergast, Directress of Needlework.

Sewing (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Inspector, a specimen of each of the following stitches:—*hemming*, *top-sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tuck), two *buttonholes*, one rounded, the other barred at each end; *sewing on gathers* (also known as "stocking-on"): *one* inch of the latter, *one and a half to two inches* of each of the other stitches will suffice as samples, and candidate will do well not to exceed the amounts mentioned, as, by increasing them, she will encroach upon the time allotted to other branches of the subject. A small patch (*about one-and-a-half* inches square) is to be tacked on, and sewn round half of the outer and half of the inner side, so as to complete one-half of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

Knitting and Darning (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel commenced, is required to turn and complete this heel in Inspector's presence, picking up stitches for foot, and knitting two or three rounds of it. The sock should have securely stitched to it a label about one inch broad, and 1½ inches long of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Inspector, who will initial or otherwise mark the label, which is not to be afterwards removed.

Inspector will supply candidate with a small piece of stocking web which, for convenience of working, she can tack upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon both sides. She is to darn a *round* hole, *not smaller than a sixpence or larger than a shilling*, running the darn in each direction to some distance beyond the hole, and leaving short loops for shrinkage.

Both sock and darn, when finished, are to be firmly attached, by a few strong stitches, to the specimen of sewing.

Cutting-out and Dressmaking (40 Marks).

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needles and thread; no pins are to be left in them. Candidate will be required to cut out a man's shirt, on which she will mark distinctly her examination number.

In dressmaking, candidate is required to cut out a closely fitting *bodice for grown person*, with long sleeves, and to mark it with her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

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NEW PROGRAMME.

XV.—Questions set to Female Candidates for Second Division of First and Second Class.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Write out:—

(*As a headline in large hand.*)

Order is Heaven's first law.

(*As headlines in small hand.*)

Sorrow never comes too late,
And happiness too swiftly flies.

(*In a neat legible hand.*)

And wild and high the "Cameron's gathering" rose
The war-note of Lochiel, which Albyn's hills
Have heard—and heard, too, have her Saxon foes
How in the noon of night that pibroch thrills,
Savage and shrill? But with the breath which fills
Their mountain pipe, so fill the mountaineers
With their fierce native daring, which instils
The stirring memory of a thousand years;
And Evan's, Donald's fame rings in each clansman's ears!

George Stephenson, the father of the modern railway system, was born at Wylam, about eight miles west of Newcastle-on-Tyne, on the 9th of June, 1781, and died at Tapton House, near Chesterfield, on the 12th of August, 1848. He was the second of the six children of Robert Stephenson, then fireman of the pumping engine of Wylam colliery.

For Dictation see page 208.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. Dangers are *no more* light, if they once seem light; and more dangers have deceived men than *forced* them: *nay*, it *were* better *to meet* some dangers *half way*, though they come *nothing near*, than to keep too long a watch upon their approaches; for if a man watch too

long, it is *odds* he will fall *asleep*. On the other side, to be deceived with too long shadows (as some have been when the moon was low and *shone* on their enemies' back), and so to shoot off before the time; or to teach dangers to come on by *over* early *buckling* towards them, *is* another extreme.

Appendix.
Section III.
XV.
Examination Questions.
Female Teachers.
B Papers.
New Programme.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence :—

> But if my father had not scanted me,
> And hedged me by his wit, to yield myself
> His wife who wins me by that means I told you,
> Yourself, renowned prince, then stood as fair
> As any comer I have look'd on yet
> For my affection.

3. (*a.*) What was the case absolute in early English? (*b.*) What case is so used now? (*c.*) Give examples of these uses; and (*d.*) show how this case is dealt with in Analysis.

4. Name some classes of adjectives that cannot be compared; and explain, in regard to each class, why it does not admit of comparison.

5. What is the origin in the following words of the portions printed in italics :—*a*way, onc*e*, henc*e*, need*s*, whil*om*, bad*ly*.

6. Correct (giving your reasons) or justify the following expressions :—

(*a.*) Much depends on this rule being observed.

(*b.*) The last year or two have been a time of great depression of trade.

(*c.*) The ebb and flow of the tides were explained by Newton.

(*d.*) Kerry and Waterford are on both sides of the county Cork.

7. Enumerate and illustrate the chief methods of forming compound nouns.

8. Discuss the uses of *as* and *but* as various parts of speech.

9. Assign the following to their respective metres :—

(*a.*) Cannon to right of them,
Cannon to left of them.

(*b.*) But the jingling of the guinea helps the hurt that
honour feels.

(*c.*) And the rooks of Craig-Royston like icicles melt.

Remark on any special feature in the versification of (*b*).

10. Comment on the following idioms :—

(*a.*) A fool's wrath is heavier than them both.

(*b.*) What went ye out for to see.

(*c.*) He sprang in, sword in hand.

(*d.*) He sat him down at a pillar's base.

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Appendix.

Section III., XV.

Examination Questions.

Female Teachers.

B Papers.

New Programme.

ENGLISH COMPOSITION.—50 Marks

Two hours allowed for this paper

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. Charity.

2. Summer morning in the country.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map showing the boundaries of the counties bordering on the English Channel, indicating, so far as is possible within the limits of those counties, the courses of the rivers Tamar, Dart, Exe, South Avon, Itchen, and Sussex Ouse.

2. On a skeleton map of Yorkshire mark the positions of mounts Whernside, Ingleborough, and Pen-y-gant; of the rivers Ouse, Swale, Ure, Derwent, and Don; and of the towns of York, Doncaster, and Hull.

3. Give a description of the Pyrenees as regards (1) elevation, (2) highest summits, (3) passes.

4. (*a*.) Why is the snow-line higher in 20° N. latitude than at the Equator? (*b*.) Why is the snow-line higher on the northern side of the Himalayas than on the southern?

5. Give an account of Queensland as to (1) boundaries, (2) population, (3) resources, (4) chief towns.

6. State all you know of the mineral resources and manufacturing industries of Scotland.

7. Give as complete a list as you can of the British West India Islands. What are their chief exports?

8. Give an account of the industrial advantages which Great Britain derives from her supply of coal.

9. Give a full description of the Sahara desert.

10. What and where are—

Barnstaple, Selsey Bill, the Downs, Ailsa Craig, Chota-Nagpore, Seringapatam, Guzerat?

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ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. HYNES, District Inspector.

1. Tell what you know of Milton's literary labours between 1640 and the Restoration.

2. Quote the inscription on each of Portia's three caskets. Which casket did the Prince of Morocco select, and what reasons did he assign for his choice?

3. Name the author and mention the subject of each of the following poems:—

(*a.*) Annus Mirabilis.
(*b.*) Lycidas.
(*c.*) The Shepherd's Calendar.
(*d.*) The Purple Island.
(*e.*) Mac-Flecknoe.

4. To what does Bacon liken suspicions? Why does he say they should be repressed?

5. Quote the first six lines of Shylock's reply to the Duke's appeal—

"How shalt thou hope for mercy, rendering none."

6. About what time did Shakespeare finally retire to Stratford? Mention three plays that were probably written by him subsequent to that event.

7. Give an account of the Anatomy of Melancholy and its author.

8. Comment upon the words italicised in the following extracts:—

(*a.*) "Who being more than *sand-blind*, high *gravel-blind*, knows me not";
(*b.*) "Dobbin, my *fill-horse*";
(*c.*) "The *patch* is kind enough";
(*d.*) "And see my wealthy *Andrew* dock'd in sand";
(*e.*) "How many then should *cover* that stand bare";
(*f.*) "Bring them unto the *tranect*";
(*g.*) "You *stand within his danger*."

9. In regard to despatch, what does Bacon say of—

(*a.*) Iterations;
(*b.*) Long speeches;
(*c.*) Prefaces, passages, and excusations?

10. Sketch the character of Jessica, and illustrate your sketch by quotations from the play.

Appendix.

Section III., XV.

Examination Questions.

Female Teachers.

B Papers.

New Programme.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. SULLIVAN, Head Inspector.
Mr. DEWAR, District Inspector.

1. The discount on a certain sum is £1,768, and the interest on the same sum for the same time and rate is £2,256 8*s.* 2·4*d.* Find the sum.

2. If the true discount on £295 15*s.* due in 2 years and 8 months is the same as the annual income derived from the investment of £1,108 7*s.* 6*d.* in $2\frac{3}{4}$ per cent. Stock at $97\frac{5}{8}$; find at what rate the interest was allowed.

3. Two sums of money are to be divided among three persons, one sum equally, and the other in the proportion of 6, 7, 8. The shares of the first two persons amount to £93 6*s.* 8*d.* and £100 16*s.* 8*d.* respectively. Find the sums.

4. Two boats start to row a race at 3 o'clock. The race is over at $6\frac{2}{3}$ minutes past 3, the losing boat being 40 yards behind at the finish. At 4 minutes past 3 this boat was 700 yards from the winning post. Find the speed of each boat in miles per hour.

5. What sum must be invested at 5 per cent. per annum simple interest, from March 1st till October 5th, so that when the interest is added to the principal, and the whole invested in 3 per cent. Consols at $94\frac{7}{8}$ (brokerage $\frac{1}{8}$), the annual income may be £300?

6. A person started at half-past two o'clock and walked to a village, arriving there when the church clock indicated a quarter past three. After staying 25 minutes he drove back by a road one fourth as long again at a rate twice as fast as he had walked, and reached home by four o'clock. Determine how much the village clock was wrong.

7. A tradesman proposes to sell an article at £22 12*s.*, payable at the end of one year from the date of purchase. The buyer offers £11 4*s.* at the end of 6 months, and another £11 4*s.* at the end of 1 year from the time of purchase. Which would be better for the tradesman, and by how much, money being worth 4 per cent. per annum?

8. What is meant by discount? Upon what principle ought it to be calculated? Show that the customary discount on paying a bill some time before it is due is greater than the true discount by the interest upon this latter sum for that time.

9. If 5 silver roubles be worth 15*s.* $7\frac{1}{2}$*d.*, and £4 be worth 5 napoleons, and 1 napoleon be worth 4 dollars 25 cents., how many dollars are worth 45·056 silver roubles? Explain fully the reason of each step in your work.

10. State and prove the rule for calculating mentally—
   - (*a.*) What a given number of shillings saved each week will amount to in a year?
   - (*b.*) The value of a cwt., the price of a lb. being given.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. O'CONNELL, District Inspector.

	1896.		£	s.	d.
1	Jan. 1,	Cash in hand	500	0	0
		Cash at Bank	1,000	0	0
		20 pipes of wine, valued at	1,000	0	0
		Outstanding shipment of wine to Ceylon	500	0	0
		Due to John Wilks for advance against shipment of wine to Ceylon	100	0	0
		My acceptance due 20th inst.	200	0	0
	„ 2.	Bought of William Howard, 10 pipes of wine	500	0	0
	„ „	Paid on account thereof, by cheque	300	0	0
	„ 5.	Sold John Wilks 5 pipes of wine	330	0	0
	„ „	Received his acceptance due 26th inst. in part payment thereof	200	0	0
	„ 15.	John Wilks advised me that his agent at Ceylone had sold part of the shipment for cash	400	0	0
	„ 20.	Paid at Bank my acceptance due this day	200	0	0
	„ 25.	Sold 3 pipes of wine to John Wilks for cash	200	0	0
	„ 26.	Paid John Wilks' acceptance to my account in Bank	200	0	0
	„ 31.	Rent of office due to John Thompson, but not paid	10	0	0
	„ „	Paid for stationery	1	0	0
	„ „	Paid for postage stamps	1	0	0

Goods on hand valued at cost.
Journalize the foregoing transactions.

2. Post same into Ledger; balance and close the accounts.

3. Make out a Trial Balance.

4. Draw up a Balance Sheet.

5. Was the owner of these books solvent or insolvent on 31st January, and by how much? What was his gain or loss within the month?

6. What expenditure should be charged to revenue, and what expenditure may be charged to capital in the carrying on of a business?

7. A merchant draws £50 from the business for private expenditure. What journal entries are made according as the amount is taken from cash on hand or from Bank respectively?

8. (*a.*) A legacy of £100 bequeathed to me by John Thompson is in the hands of his executors.

(*b.*) I afterwards received payment of the above legacy from John Thompson's executors.

(*c.*) I, as William Reid's executor, receive from him a legacy of £100 for John Robertson.

Journalize the foregoing transactions.

N

Appendix.
Section III., XV.
Examination Questions.
Female Teachers.
B Papers.
New Programme.

9. William Smith bought goods from John Jones for £50, and gave his acceptance for £40 at two months in part payment of them.

John Jones subsequently paid Smith's acceptance, less £1 discount, to his (Jones's) account in bank.

Give the Journal entries of these transactions made by the bank, Smith and Jones respectively?

10. I have posted £50 to the Dr. side of wine and the Cr. side of J. Locke, instead of the Cr. side of wine and the Dr. side of J. Locke. What entries should be made in Journal and Ledger to rectify those mistakes?

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. Describe the fourth Kindergarten gift; point out its relation to the third, and the manner of using it.

2. What is the beginning of every act of the intellect? State circumstances favourable and unfavourable to its exercise.

3. What *principles* would decide you as to the age at which to begin teaching a girl French and Geometry?

4. What are the universal properties of things to which the *law of contrasts and their connecting links* refer? Explain what Froebel meant by these terms.

5. The motive pointed to by the words, *emulation, prizes, place-taking*, is the most powerful known stimulant to intellectual application. What are its defects?

6. Write notes for a lesson on the decimal system of notation for pupils of second class.

7. In teaching reading give instructions for dealing with the following faults.—

(*a*.) Indistinctness of articulation;
(*b*.) Mispronunciation and miscalling;
(*c*.) Vulgarisms;
(*d*.) Stiffness and hesitancy.

8. Give full instructions for putting draft circles on the floor, the wall they should face, their number, size, distance apart, &c.

9. Describe the teaching of the English grammatical inflections, and the use to be made of the text-book. What are the difficulties of the course?

10.—
Far otherwise—of time it tells
Lavished unwisely, carelessly;
Of counsel mocked, of talents, made
Haply for high and pure designs,
But oft, like Israel's incense, laid
Upon unholy, earthly shrines.
All this it tells, and would I trace
The imperfect picture o'er again,
With power to add, retouch, efface,
How little of the past would stay!

Write out the questions you would propose in expounding this to a class, and indicate the information you would probably have to give.

Appendix.
Section III., XV.
Examination Questions.
Female Teachers.
B Papers.
New Programme.

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Special Instructions.

The constructions must be strictly geometrical and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

1. Construct a plain scale of one-third of an inch to a foot to show feet and inches. The scale is to be long enough to represent 9 feet.

2. Make a finished geometrical drawing, scale ⅓″ to 1′, from the sketch supplied, the dimensions being given in figures. (Use the scale in Question 1).

3. Copy on a larger scale, the design (No. 3) given, showing construction lines.

4. Construct a rectangle equal in area to the triangle given, and having one side 1″ long.

5. Draw an equilateral triangle of 2¼″ side, and in it place three equal circles, each touching two sides of the triangle and the remaining circles.

6. Construct a triangle ABC, AB = 3½″, BC = 4½″, AC = 4″. Mark a point F on BC 1½″ from B. Divide the triangle into four equal parts by lines drawn from F.

7. Draw a circle passing through the given points *a* and *b*, and touching the given line *cd*. (Diagram No. 7 on accompanying sheet).

8. Draw the plan and elevation of a square pyramid, side of base 2″, altitude 2½″. It rests upon the horizontal plane on its base, two edges of which are inclined to the vertical plane at 30°.

9. Draw a square of 2″ side and inscribe an equilateral triangle in it.

10. On a line AB, 3″ long, draw a square, and from A draw a line cutting off ⅓ of its area.

OBJECT DRAWING—SHADED.—50 Marks.

One hour allowed for this subject.

Instructions to Candidates.

1. A shaded drawing of the models placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

Appendix.

Section III, XV.

Examination Questions.

Female Teachers.

Papers.

New Programme.

OBJECT DRAWING—SHADED.

INSTRUCTIONS TO SUPERINTENDENTS.

The Superintendent will place a cube on a drawing board, arranged horizontally, about 2 feet 6 inches above the floor. On the cube he will place a cylinder, standing perpendicularly on its circular base.

The models should be placed a little to the left of all the candidates.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks.)

As a test of proficiency in this branch candidate will have to execute on material supplied by Inspector, a specimen of each of the following stitches:—*hemming*, *top sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tuck), *one buttonhole*, having the end at which it is commenced barred, the other end rounded; *sewing on gathers* (also known as "stroking on"), *whip stitch*, *straight* and *zig-zag feather stitch*; *one inch* of each of these stitches will suffice as a sample, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time allotted to other branches of the subject. A small patch (about 1½ inches square) is to be tacked on, and sewn round one quarter of the outer and one quarter of the inner side, *so as to complete one quarter of the patch, and include one corner.* Also, a small gusset is to be set in as if for a man's shirt, top-sewn along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset would be most suitably inserted at end of run-and fell-seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING; CROCHET (20 Marks.)

Candidate is to be prepared with suitable wool and crochet needle, with which she will produce a Tam o' Shanter cap of miniature size (to fit a doll), completely finishing it.

She will be supplied by Inspector with a small piece of stocking-web, which, for convenience of working, she can tack upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon both sides. She is to darn a *round hole, not smaller than a sixpence or larger than a shilling*, running the darn in each direction to some distance beyond the hole (about half an inch, and leaving short loops for shrinkage. Candidate will also be given a square of coarser web which she will cut across, prepare, and tack on paper, joining the two strips together to the length of an inch by *grafting.*

Specimens of crochet, darning, and grafting are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

Appendix.
Section III, XV.
Examination Questions.
Female Teachers.
B Papers.
New Programme.

CUTTING-OUT AND DRESSMAKING (40 Marks.)

Candidate will be required to cut out two articles, viz:—night-dress for grown person and baby's plain day gown. The night-dress should be made to the following measurements, which are half the full size:—Length of yoke, 9 inches; front shoulder, 3¼ inches; length of body, 27 inches; width (exclusive of gores), 18 inches; length of sleeve (including cuff), 10½ inches. Paper for cutting out will be provided. Articles are to be tacked together with needle and thread; no pins are to be left in them. Each is to be marked with examination number.

In dressmaking the candidate is required to cut out bodice and sleeves, for grown person to the following measurements:—Neck, 13 inches; arms' size, 12 inches; bust, 35 inches; waist, 23 inches; front length, 15 inches; back length, 16 inches; back bust, 6 inches; back under arm, 8¼ inches; front under arm, 7¾ inches; shoulder, 5½ inches; sleeve length 22 inches; elbow, 14 inches; bend, 12¼ inches; cuff, 8 inches.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. MORAN, Head Inspector.
Dr. BATEMAN, District Inspector.

1. Who were the principal advisers and courtiers of Queen Elizabeth?
2. Name (with dates) five battles fought in the Civil War between Charles I. and his Parliament.
3. How long did each of the following Parliaments last:—

   Long Parliament;
   Cavalier or Pension Parliament?

4. State what you know of:—

   The Bloody Assize;
   The High Court of Justice.

5. Explain the following names in Irish history:—*Discoverers, Undertakers, Servitors, Confederates, Tories.*
6. Distinguish the different Earls of Essex mentioned in Irish history in the reign of Queen Elizabeth, and give one important event in which each was concerned.
7. What rebellions took place in Ireland from 1561 to 1688? What were their principal causes?
8. State the occasions on which Spanish forces landed in Ireland to assist in warlike operations against the English.

Appendix. Section III., XV.

Examination Questions.

Female Teachers.

B Papers.

New Programme.

9. Give the dates of the following battles; state who the combatants were, and what, in each case, was the result:—

Kinsale;
Benburb.

10. State all you know of any two of the following:—

Prince Rupert;
Sir Francis Drake;
Archbishop Laud;
Titus Oates.

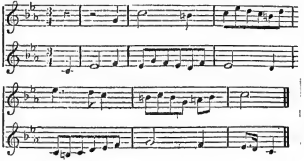
VOCAL MUSIC.—TONIC SOL-FA.—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Translate the following into the Tonic Sol-fa notation:—



2. Translate the following into the Staff notation, using the quaver for the pulse:—

Key E.

{ :m.,r |d :m :–.s | s :— :m.s | l :–.t :d'.t | l :s :m.r }
{ |d.m :— :s | s :–.l :t | d' :— :s | m :— :s }
{ |d' .–.t :d' | r' :— :d'.t | l :s :m.,s | s :— :d'.,l }
{ |s :m :r | d :d' :m | r :–.d :r | d :— ‖ }

Appendix. Section III., XV. Examination Questions. *Female Teachers.* B Papers. New Programme.

3. Form a chord on each note of the *lah* mode, and state whether the chord is major, minor, or other. Use only tones found in the minor mode.

4. How do you recognise the mode in which a tune is written? Distinguish between the *doh* and the *lah* modes, and state in which of them the following measures are written:—

{ | m : l | d^{1} : t.l | se : t | l : m | s : d^{1} | m^{1} : r^{1}.d^{1} | t : r^{1} | d^{1} : s || }

5. What keys are one sharp remove and one flat remove from the following keys: B, E♭, F♯, B♭, A?

6. In what step of the Tonic Sol-fa method are chromatic tones introduced? What chromatic tones are first taught? What are the other chromatic tones of the Scale?

7. Write above and below the note *ta* the following intervals: a perfect fifth; a minor seventh; a minor third; a major second; a major sixth.

8. Arrange the following keys in ascending order of pitch: B♭, F♯, A, C♯, E, G, D, E♭, A♭, F.

9. Write the pulse divisions corresponding to the following time names. Use the note *d* throughout for the tones sung: *Taa-aa-aatai taa taafe tafatai taasai saa tafatai taatefe taafe taa saataitee taataitee taaaitee taa saatai tafatefe taa-aa.*

10. Give plan of half an hour's model lesson to singing class, stating the topics you would introduce, the order in which you would introduce them, and the time you would give to each of them.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Write, in treble and bass, the scales of B♭ minor with minor sixth and major seventh, and G♯ minor with major sixth and major seventh. Prefix signatures.

2. Write, in treble and bass, the major and the minor scales which have G♯ for supertonic.

3. Write an ascending chromatic scale in two forms, commencing on the note E♭.

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Appendix, Section III., XV.

Examination Questions.

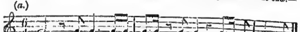
Female Teachers.

B. Papers.

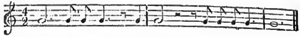
New Programme.

4. Complete each of the following bars by adding a rest at the end:—

(*a.*)

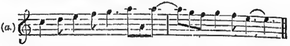


(*b.*)

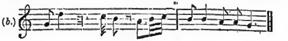


5. Add time-signatures to the following:—

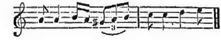
(*a.*)



(*b.*)



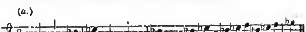
(*c.*)



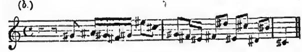
6. Explain what Syncopation is, and mark with a cross or other sign every note syncopated in each of the examples in Question 5.

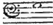
7. State in what key each of the following passages is written:—

(*a.*)



(*b.*)



8 Write below the note : (*a*) a major seventh, (*b*) an augmented second, (*c*) a diminished fifth, (*d*) a minor sixth, (*e*) an augmented fourth.

9. Transpose the example (*a*) in Question 7 a major second up. In what key will it be when so transposed?

10. What is the average compass of the voices of young children?

Appendix.
Section III., XV.
Examination Questions.
Female Teachers.
B Papers.
New Programme.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. State how far a carbon filter may be regarded as efficient. In what does it fail?

2. Why should air coming into a room be distributed? Mention the chief points to be attended to in admitting fresh air.

3. How should (*a*) dyed, (*b*) undyed clothes be washed?

4. Show, by comparing bread with meat, that a mixed diet is essential to health.

5. What consideration should guide you in selecting a site on which to build a house?

6. State, as fully as you can, how the refuse of a house should be dealt with.

7. Mention the advantages and the disadvantages of frying; and say what are the requisites for successful broiling.

8. Compare brown bread and white bread as articles of food.

9. Show that smoking is injurious to health.

10. What practical points should be attended to in making open fire-places?

XVI.—Questions set to Female Candidates for First Division of Third Class.

Section III., XVI.
C^1 Papers.
New Programme.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. Stronge, Head Inspector.
Mr. Murphy, District Inspector.

Write out:—

(*As a headline in large hand.*)

Order is Heaven's first law.

(*As headlines in small hand.*)

Sorrow never comes too late,
And happiness too swiftly flies.

(*In a neat legible hand*)

And wild and high the "Cameron's gathering" rose
The war-note of Lochiel, which Albyn's hills
Have heard—and heard, too, have her Saxon foes
How in the noon of night that pibroch thrills,
Savage and shrill! But with the breath which fills
Their mountain pipe, so fill the mountaineers
With their fierce native daring, which instils
The stirring memory of a thousand years;
And Evan's, Donald's fame rings in each clansman's ears!

For Dictation see page 208.

Appendix.
Section III., XVI.
Examination Questions.
Female Teachers.
C Papers.
New Programme.

George Stephenson, the father of the modern railway system, was born at Wylam, about eight miles west of Newcastle-on-Tyne, on the 9th of June, 1781, and died at Tapton House, near Chesterfield, on the 12th of August, 1848. He was the second of the six children of Robert Stephenson, then fireman of the pumping engine of Wylam colliery.

GRAMMAR.—60 Marks.

Two hours allowed for this paper

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Strong, Head Inspector.
Dr. Beatty, District Inspector.

1. Some by old words to fame have made pretence,
Ancients in phrase, mere *moderns* in their sense,
Such laboured *nothings* in so strange a style
Amaze the unlearned and make the *learned smile.*
Unlucky, as *Fungoso* in the play,
These sparks with awkward vanity display
What the fine gentleman wore *yesterday* ;
And *but so* mimic ancient wits *at best*
As *apes* our grandsires, in their doublets drest.
In words, as fashions, the same rule will hold,
Alike fantastic if too new or old ;
Be not the first by whom the new are tried
Nor yet the *last* to lay the old aside.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Analyse the following sentence :—

The bookful blockhead, ignorantly read,
With loads of learned lumber in his head,
With his own tongue still edifies his ears,
And always listening to himself appears.

3. Give a list of suffixes which are indicative of gender. Distinguish those which are of English origin from those derived from French or Latin sources.

4. Write down sentences to illustrate the use of :—*that, its, thine, what*, as (*a.*) pronouns ; (*b.*) adjectives.

5. What cases had nouns formerly in English ? Which of them still formally exist ? Of how many of them can the force still be expressed by the simple form of the word without a preposition ? Give full examples.

6. Give and explain the exceptions to the rule that a compound subject takes the verb in the plural.

7. Classify, with examples, the uses of the subjunctive mood.

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8. Explain (with examples) what is meant by (1) the attributive use, (2) the predicative use of the adjective.

9. Show that such verbs as *think*, *teach*, *say*, do not belong to the strong conjugation, even though the vowel is changed; and state clearly how you would distinguish a strong verb from a weak.

10. Correct (giving your reasons) or justify the following expressions:—

(*a*.) Thomson's "Seasons" have been republished.
(*b*.) You may take either of the nine.
(*c*.) He accused him for stealing the watch.
(*d*.) Almost the whole inhabitants were present.

Appendix.
Section III., XVI.
Examination Questions.
Female Teachers.
Cl Papers.
New Programme.

ENGLISH COMPOSITION—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector.

1. My favourite book.
2. Fairies and fairy tales.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw an outline map of Scotland from the Firth of Clyde to the English border at the extremity of the Solway Firth, indicating the boundaries of the counties, and marking the courses of the principal rivers within these counties.

2. On a skeleton map of England mark the positions of Cross Fell, Plynlimmon, Cader Idris, and the Peak; of the Thames and its tributaries; and of the towns of Oxford and Woolwich.

3. Give an account of the desert of Gobi.

4. State all you know of the currents of the Indian Ocean.

5. What and where are Ludlow, Helvellyn, Rippin Tor, Kyles of Bute, Ettrick, the Fens?

6. What effects on climate are produced by (1) periodical and prevailing winds; (2) large tracts of water? Illustrate by examples.

7. What industries are carried on in Oldham, Bradford, Paisley Norwich? Give the exact situation of each town. State any local facilities favouring the growth of the industries carried on in the first two of these towns.

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Appendix.
—
Section III., XVI.
—
Examination Questions.
(C) Papers.
New Programme.

8. What are the chief exports of Cape Colony, Mauritius, British West India Islands, British Honduras, Queensland, Tasmania?

9. Give an account of New Zealand as to (1) constituent islands; (2) chief towns; (3) government; (4) native race; (5) exports.

10. Describe the courses of the following rivers:—Barrow, Suir, Slaney, Nore, Moy, Lagan; and name a town situated on each.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. From which of Addison's essays is the following passage extracted:—

"I afterwards called in at *Giles's*, where I saw a board of French gentlemen sitting upon the life and death of their *Grand Monarch*"?

Explain the words in italics, and say why the "*board*" referred to was assembled, and what was the result of its deliberations.

2. Who were the authors of:—

(*a.*) "The Bard";
(*b.*) "The Task";
(*c.*) "The Universal Passion";
(*d.*) "The Duenna";
(*e.*) "The Vision of Liberty";
(*f.*) "Temora";
(*g.*) "Irene"?

3. Tell what you know of the letters of Junius.

4. Name the most celebrated literary work for which we are indebted to each of the following:—

(*a.*) Adam Smith;
(*b.*) Tobias Smollett;
(*c.*) Edward Young;
(*d.*) John Gay;
(*e.*) James Thompson.

5. When did Addison's "Cato" appear? In what style was it written, and how was it received?

6. Give some account of the poetical works of Swift.

7. Quote the fourteen lines beginning:

"Fired at first sight with what the muse imparts;"

or—

"Horace still charms with graceful negligence."

8. Give the substance of Addison's essay on Taste.

Appendix.

Section III, XVI.

Examination Questions.

Female Teachers.

Cl Papers.

New Programme.

9. Comment upon the words italicised in the following extracts, and complete the couplet in each case :—

(*a.*) As if the *Stagyrite* o'erlooked each line;
(*b.*) Drink deep or taste not the *Pierian Spring*;
(*c.*) Not so when Swift *Camilla* scours the plain;
(*d.*) *Scotists* and *Thomists* now in peace remain;
(*e.*) *Zoilus* again would start up from the dead.

10. What advantages, according to Addison, does the book-writer enjoy, of which the essay-writer is deprived? Quote Addison's words, or imitate his style in your reply.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. SULLIVAN, Head Inspector
Mr. DEWAR, District Inspector.

1. If the discount on a bill due $4\frac{1}{4}$ years hence, at $6\frac{1}{2}$ per cent., is 1,768*l.*, what is the amount of the bill?

2 5,850*l.* is invested in Consols at $97\frac{1}{2}$, and soon after sold at $95\frac{3}{4}$. The proceeds are then invested in 50*l.* shares at 45, paying 6 per cent. dividend. Find the interest on the shares.

3. Write out any rule for dividing one number containing decimals by another, and give fully the reason of the rule which you adopt. Use, as an example, ·007 divided by 81·9.

4. If 12 men can reap $\cdot\dot{9}2307\dot{6}$ acres in $\cdot\dot{8}5714\dot{2}$ days of $4\cdot\dot{6}$ hours each day, how many hours of each day would 56 women require to work in order to reap $5\cdot\dot{5}3846\dot{1}$ acres in $5\cdot\dot{1}4285\dot{7}$ days; the work of 10 women being equal to that of 3 men?

5. Find, by long division, the decimals equivalent to $\frac{1}{13}$ and $\frac{2}{13}$: hence, without further calculation, obtain the decimals equivalent to $\frac{3}{13}$, $\frac{4}{13}$, up to $\frac{12}{13}$. Explain fully how your results are obtained.

6. Find the simple value of—

$$\frac{4\cdot40207\dot{3}}{22\cdot01036\dot{6}}+\frac{6\cdot\dot{6}+\cdot375}{1\frac{2}{7}+\frac{3}{4}+\cdot\dot{5}3846\dot{1}}+\frac{2\cdot7\dot{7}\dot{2}}{11\cdot\dot{0}\dot{9}}$$

7. A can mow $2\frac{1}{2}$ acres in $4\frac{2}{3}$ days, and B can mow $2\frac{1}{6}$ acres in $3\frac{1}{2}$ days; they mow together a field of 10 acres. How long were they engaged at it, and what portion of it did each mow?

8. A and B were partners in business, and when the profits were divided A received 5 per cent. on the capital invested by him, and B 4 per cent. on his capital. A's share of the profits was the same as B's, and the whole capital was 22,500*l.* How much did each receive?

9. State the rule for dividing a given number into parts which shall be proportional to certain other given numbers. Explain fully the reason for each step in the process, and illustrate your answer by an example.

10. State and prove the rule for calculating mentally—

(*a.*) What a given number of pence saved each day will amount to in a year;
(*b.*) The interest on any sum at 5 per cent. per annum for a given number of months.

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Appendix.

Section III, XVI.

Examination Questions.

Female Teachers.

(c) Papers.

New Programme.

BOOK KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

1.

1896.					£	s.	d.
Jan. 1	Cash in hand,				500	0	0
	Cash at Royal Bank,				1,000	0	0
	Bill Receivable, Wm. Smith's acceptance, due 1st March,				200	0	0
	Balance due by J. Stuart,				100	0	0
	Bill Payable, my acceptance due 1st February,				200	0	0
	Amount owing to Henry Thomson,				150	0	0
„ 2.	Paid Henry Thomson by cheque on Royal Bank,				145	0	0
	Discount allowed by Henry Thomson,				5	0	0
„ 3.	Bought 300 quarters of wheat from J. Stuart at £2 per quarter,				600	0	0
	Paid Cash for carriage on above,				10	0	0
„ 4.	Discounted with Royal Bank Wm. Smith's acceptance for £200, and received	£	s.	d.			
	Cash,	197	10	0			
	being charged for Discount,	2	10	0	200	0	0
„ 6.	Sold Wm. Smith 200 quarters of wheat at 45s. per quarter,				450	0	0
„ 8.	Paid Cash into Bank,				300	0	0
„ 10.	Accepted J. Stuart's draft at 1 month for				450	0	0
„ 15.	Cash taken for private expenditure,				5	0	0
„ 31.	Rent of premises due to W. Reid and unpaid,				5	0	0

Value wheat on hand at cost price.

Journalize the foregoing transactions.

2. Post same into Ledger ; balance and close the accounts.

3. Make out a Trial Balance

4. Draw up a Balance Sheet.

5. Was the owner of these books solvent or insolvent on 31st January, and by how much ? What was his gain or loss on the month ?

6. Construct a Cash Book with discount entries from the items in Question 1, using separate columns for cash on hand and cash at bank.

7. The credit side of a Cash Book is greater than the debit; assuming that the entries have been correctly made, what do you infer from this circumstance ?

	£	s.	d.
8. (*a*) Advanced for Petty Cash for postage, stationery, &c.,	10	0	0
(*b*.) Drew cheque for private expenses,	20	0	0
(*c*.) Interest due by R Green,	5	0	0

Journalize the foregoing transactions.

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Appendix.
Section III.
XVI.
Examination Questions.
Female Teachers.
Cl Papers.
New Programme.

9. From what accounts are transfers made to the stock account at the closing of the Ledger?

Why should the two sides of the stock account be equal when the ledger is closed?

10. Explain the nature and purpose of the Balance Account in the Ledger. What balancing entry would be written in it when the merchant was insolvent by £100?

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. MacMillan (Senior), District Inspector.

1. Point out the advantages and disadvantages of using text-books in the teaching of children.

2. What is implied in teaching the Alphabet? State clearly how you would teach it to very young children.

3. Write notes on The Daisy, Clouds, *or* the Fly (its external form and structure), as an object lesson. Note for what class you intend the lesson.

4. In what aspect should Kindergarten lessons present themselves to the pupils? Describe the third gift. Show its relation to the second, and the uses to be made of it in teaching.

5. Describe the proper method of carrying out the system of teaching writing which consists in setting the same copy for several successive days. What are the advantages claimed for this method?

6. Describe the different kinds of drill practised in schools, and the object of each.

7. For what subjects can classes be grouped in the gallery? What will be the two main considerations in determining how many can thus be profitably taught together?

8. What is the object of exercises in map-drawing; and under what conditions must the exercise be done to be most useful?

9. State fully the use in teaching of questions of repetition.

10.— But Knowledge to their eyes her ample page,
Rich with the spoils of Time, did n'er unroll,
Chill penury repressed their noble rage,
And froze the genial current of the soul.

Note the questions you would ask in elucidating this verse; also the information you would likely have to give.

Appendix.

Section III. XVI.

Examination Questions.

Female Teachers.

Q Papers.

New Programme.

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B.— *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

1. Show how to draw a tangent to a circle from a given point outside the circumference, the centre not being used.

2. Inscribe a circle in a triangle having its sides 2″, 1·7″, and 1·5″ respectively.

3. In a given circle, 2″ in diameter, inscribe a regular pentagon.

4. Upon a given straight line, 1·5″ long, construct a regular octagon.

5. The transverse and conjugate diameters of an ellipse being 7″ and 5″, construct the ellipse.

6. The sides of a triangle are 2″, 2·5″ and 3″ respectively. Construct a square equal in area to this triangle.

7. Draw two lines, AB and AC, meeting at an angle of 50°. On AB mark off AD= 2″. Describe a circle touching AC and also AB in the point D.

8. Construct a triangle whose perimeter shall be equal to a given line, and having its angles equal to those of a given triangle.

9. Draw a circle of 1·5″ radius. Divide it into three parts which shall be equal to each other in area and perimeter.

10. The base of a triangle is ·5″, and its angles are 40°, 60°, and 80°. Describe a similar triangle with a base of ·75″.

NEEDLEWORK. 100 Marks.

Time allowed, seven hours.

Mr. Stronge, Head Inspector.
Miss Prendergast, Directress of Needlework.

Sewing (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Inspector, a specimen of each of the following stitches: *hemming, top sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching, running* (a seam, run and felled, and a tuck), *two buttonholes*, one rounded, the other barred at each end; *sewing on gathers* (also known as "stocking on"); *one inch* of the latter, *one and a half inches* of each of the other stitches, will suffice as a sample, and candidate will do well not to exceed the amounts

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mentioned, as, by increasing them, she will encroach upon the time allotted to other branches of this subject. A small patch (about 1½ inches square) is to be tacked on, and sewn round half of the outer, and half of the inner side, so as to complete one-half of the patch. Also, a small gusset is to be set in, as if for a man's shirt, top-sewn up the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset would be most suitably inserted at end of run-and-fell seam which should be worked for the purpose some way from the edge of the material. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

Appendix.
Section III.
XVI.
Examination Questions.
Female Teachers.
C¹ Papers
New Programme.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz. :—the leg of a grown person's stocking, with *thickened heel* commenced, is required to turn and complete this heel in Inspector's presence, picking up stitches for foot, and knitting two or three rounds of it. The stocking should have, securely sewn to it, a label, about one inch wide, and one-and-a-half inches long, of white tape or calico clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Inspector, who will initial, or otherwise mark the label, which is not to be afterwards removed.

Inspector will supply candidate with a small piece of stocking-web, which, for convenience of working, she can tack upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon both sides. She is to darn a round hole, *not smaller than sixpence or larger than a shilling*, running the darn in each direction to some distance beyond the hole, and leaving short loops for shrinkage. Candidate will also be given a square of coarser web which she will cut across, prepare, and tack on paper, joining the two strips together to the length of an inch by *grafting*.

Specimens of knitting, darning, and grafting are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks)

Paper for cutting-out will be supplied, Cutting-out specimens are to be tacked together with needle and thread ; no pins are to be left in them. Candidate will be required to cut out two articles, viz., a man's shirt and a girl's overall with yoke and sleeves. The shirt is to be cut to the following measurements :—Neck, 16 inches ; length of yoke, 20 inches ; length of front shoulder, 8 inches ; sleeve (including cuff), 25 inches ; half size of armhole, 10 inches ; back-length, 37 inches ; front-length, 35 inches. Each article is to be marked with examination number.

In dressmaking, candidate is required to cut out bodice and sleeves for grown person to the following measurements :—Neck, 13 inches ; arms' size, 12 inches ; bust, 35 inches ; waist, 23 inches ; front length, 15 inches ; back-length, 16 inches ; back-bust, 6 inches ; back under-arm, 8¼ inches ; front under-arm, 7¾ inches ; shoulder, 5½ inches ; sleeve-length, 22 inches ; length to elbow, 14 inches ; bend, 12½ inches ; cuff, 8 inches.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

Appendix.

Section III., XVI.

Examination Questions.

Female Teachers.

C¹ Papers.

New Programme.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Explain what is meant by the Tetrachords of the Scale.

2. Name the major chords of the Common Scale.

3. What tone is chosen as the standard of pitch? Where is it in women's voices?

4. In which of the following keys is the note *fah* highest? In which lowest? B♭, D, E♭, C, B.

5. Write the time names of the following pulses :—

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)	(*f.*)
: m,f.s,l ||	: –.s ||	: .d ||	: r.,m ||	: d,r.d ||	: d. ||

6. Re-write the following in four-pulse measure, doubling the value of each note and rest :—

(*a.*)	(*b.*)	(*c.*)	(*d.*)
| d : r.m ||	| s,f.m,r : d ||	| d : –.m ||	d^1.t : l.,s ||

(*e.*)

| s.,f : m,r.d ||

7. Name the minor thirds found in the Common Scale.

8. What are the mental effects of (*a*) *me*, (*b*) *lah*, (*c*) *ray*, (*d*) *soh*, (*e*) *te* sung slowly?

9. Name the following intervals :—

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)
t	l	d^1	t	r^1
s	r	m	f	s

10. How would you pitch the key tone from a tuning fork in the keys of A and B♭?

Appendix.
Section III, XVI.
Examination Questions.
Female Teachers.
Cl Papers.
New Programme.

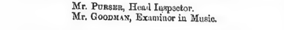
VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

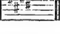
N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Of what major scales are the following the signatures :—



2. Write out the scales the tonics of which are a perfect fifth above and below the note

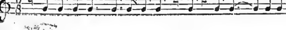


3. Write over the note the following intervals: (*a*) a minor sixth; (*b*) a perfect fourth; (*c*) a major seventh; (*d*) a minor second; (*e*) a major third.

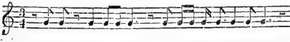
4. Name all the perfect fifths in the scale of G.

5. Bar the following according to the time signature given :—

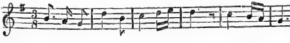
(*a*)



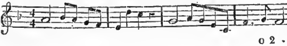
(*b*.)



6. Re-write the following in $\frac{3}{2}$ time, preserving relative duration and accent :—



7. Transpose the following a minor third down :—



Appendix.

Section III, XVI.

Examination Questions.

Female Teachers.

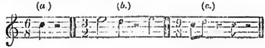
O· Papers

New Programme.

8. Give the meaning of the following terms: *Piu forte, Ritenut., Staccato, Andante, Largo*

9 Write two measures of $\frac{3}{4}$ and $\frac{3}{2}$ times.

10. Correct the following :—



HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. State all you know (*a*) of the Bill of Rights, and (*b*) of the Act of Settlement.

2. Give a short account of the Jacobite rising known as the "Forty-five."

3. Assign dates to the following events :—

(*a*.) Battle of Cape La Hogue;

(*b*.) Porteous Riots;

(*c*.) Termination of the Seven Years' War;

(*d*.) Battle of Dettingen;

(*e*.) Abolition of the Censorship of the Press.

4. Sketch briefly the career of Sarsfield in Ireland.

5. State all you know of (*a*) the Massacre of Glencoe, and (*b*) the capture of Gibraltar.

6. To what extent was the apprehension that England would be involved in needless wars through the Hanoverian Succession justified by subsequent events?

7. What was the attitude of William III. towards the Irish woollen trade? What consequences followed his interference?

8. Sketch briefly the career and character of Sir Robert Walpole.

9. State all you know of the Convention of Dungannon, and of the rise of the Volunteer movement in Ireland.

10. Describe the part which England took in the war of the Austrian Succession; and give the date of the treaty which concluded the war.

Appendix.

Section III., XVI.

Examination Questions.

Female Teachers.

C^1 Papers

New Programme.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. Cox, District Inspector.

1. Why must human beings eat nitrogenous foods? From what sources are such foods obtained?
2. A member of your family has scarlatina; what steps should be taken to prevent other members of the family from being infected?
3. What injurious action does alcohol exercise on the red corpuscles of the blood?
4. How should burns and scalds be treated?
5. State fully how dripping should be made.
6. How are cabbage, cauliflower, and Spanish onions prepared for table?
7. Describe carefully how meat should be cooked in water (*a*) for the sake of the meat, and (*b*) for the sake of the broth.
8. "Salt meat is a most disadvantageous food." Why?
9. Describe the circulation of the blood.
10. What do you know of "theine"?

Section III. XVII.

C^2 Papers

New Programme.

XVII.—QUESTIONS set to Female Candidates for Second Division of Third Class.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. STRONGE, Head Inspector.
Mr. MURPHY, District Inspector.

Lo! where the rosy bosomed hours,
  Fair Venus' train, appear,
Disclose the long-expecting flowers,
  And wake the purple year!
The Attic warbler pours her throat
Responsive to the cuckoo's note,
  The untaught harmony of spring:
While, whisp'ring pleasure as they fly,
Cool zephyrs through the clear blue sky,
  Their gathered fragrance fling.

GRAY.

The Abbey of Newtown, a village situated upon the Boyne, near Trim, was founded by Simon Rochfort, or De Rupeforti, for Augustine Canons, about A.D. 1206, and dedicated to St. Peter and St. Paul. Though now in a state of dilapidation, it was anciently one of the grandest in this part of the country, as may be judged from the exquisite beauty of some of the details, such as capitals, vaulting, shafts, &c., which have not been disturbed, and from the numerous fragments of its once noble windows and arches, with which the surrounding cemetery is strewn

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Appendix.

Section III. XVII.

Examination Questions.

Female Teachers.

C.² Papers

New Programme.

DICTATION.

The difference between these nations was, however, not immediately perceptible, and at the period of the convention the Portuguese were despised, while a splendid triumph was anticipated for the Spaniards. It was affirmed and believed, that from every quarter enthusiastic multitudes of the latter were pressing forward to complete the destruction of a baffled and dispirited enemy; the vigour, the courage, the unmatched spring of Spanish patriotism was in every man's mouth, and Napoleon's power and energy seemed weak in opposition. Few persons doubted the truth of such tales, and yet nothing could be more unsound, more eminently fallacious, than the generally entertained opinion of French weakness and of Spanish strength. The resources of the former were unbounded, almost untouched; those of the latter were too slender even to support the weight of victory. In Spain the whole structure of society was shaken to pieces by the violence of an effort which merely awakened the slumbering strength of France; foresight, promptitude, arrangement marked the proceedings of Napoleon, but with the Spaniards the counsels of prudence were punished as treason, and personal interests, everywhere springing up with incredible force, wrestled against the public good. At a distance, the insurrection appeared of towering proportions and mighty strength, but in truth it was a fantastic object stained with blood and tottering from weakness, and the helping hand of England alone was stretched forth for its support, all other assistance was denied, for the continental powers, although nourishing secret hopes of profit from the struggle, with calculating policy turned coldly from the patriot's cause.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Beatty, District Inspector.

1. O *luxury*! thou *curst* by Heaven's decree,
How *ill* exchanged are things like these for thee!
How do thy *potions*, with insidious joy,
Diffuse their pleasures only *to destroy*!
Kingdoms by thee, to sickly greatness *grown*,
Boast of a florid vigour not their *own*:
At every draught more large and *large* they grow,
A bloated *mass* of rank unwieldy woe;
Till *sapped* their *strength*, and every *part* unsound,
Down, down they sink, and *spread* a ruin round.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

Appendix.

Section III., XVII.

Examination Questions.

Female Teachers.

C^2 Papers.

New Programme.

2. Analyse the following sentence:—

E'en now perhaps, by cold and hunger led,
At proud men's doors they ask a little bread.

3. Frame three different sentences in which there are collective nouns followed by singular verbs, and three in which collective nouns are followed by plural verbs.

4. How do you parse the *italicised* words in the following sentences?

(*a*.) He was elected *Member of Parliament*.

(*b*.) How sleep *the brave*.

(*c*.) *Generally speaking*, that is true.

(*d*.) You and your brother *worked* the sums.

5. Correct (giving your reasons) or justify the following expressions:—

(*a*.) The effluvia was very offensive.

(*b*.) I am after doing it.

(*c*.) Time and tide waits for no man.

(*d*.) Which nobody is so sanguine to hope.

6. To each of the following words attach a prefix, and state the alteration in meaning caused thereby:—*warn*, *form*, *critical*, *biography*, *position*, *stand*.

7. Write in a column six verbs, of each of which the present tense, past tense, and past participle are in spelling and pronunciation identical.

8. Write down sentences exemplifying each of the following:—*adverbs of manner*, *adverbial phrases*, *prepositional phrases*, *causal conjunctions*.

9. Name some nouns which have the same form for singular and plural. How is the singular of such nouns indicated?

10. Some intransitive verbs are also used transitively; and others have a different transitive (or causative) form.

Give three examples of each class.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Stronge, Head Inspector.
Mr. McNeill, District Inspector

1. The Post Office.
2. How to spend a vacation.

Appendix.

Section III., XVII.

Examination Questions.

Female Teachers.

C³ Papers.

New Programme.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. Moran, Head Inspector.
Mr. Worsley, District Inspector.

1. Draw a map of Ulster showing (with names) the boundaries of the counties. Mark the courses of the rivers Upper Bann, Mourne, Derg, and Lower Bann, and the positions of the mountains Errigal, Slieve Donard, and Divis.

2. On a skeleton map of Europe mark the courses of the Rhine, Rhone, and Vistula; and the positions of lakes Ladoga, Onega, and Geneva, and of the following towns:—Naples, Oporto, and Odessa.

3. Explain, by reference to a diagram, why the earth moves in an elliptical orbit round the sun.

4. Describe fully any method of determining longitude at sea.

5. What industries are carried on in Coventry, Wolverhampton, Merthyr-Tydvil, Derby, Birmingham, Galashiels, Dundee? In what county is each of these towns situated?

6. Give as complete a list as you can of the islands lying round the coast of Africa, stating, in the case of those which are not independent, to what European power each belongs.

7. What and where are:—Scheldt, Elburz, Irtish, Agulhas, Dahomey, Brooklyn, Darling?

8. Where are the following towns, and for what are they noted:—Ballarat, Elsinore, Erzeroum, Shiraz, Massowah, Sedan, Quito?

9. Give an account of Chili under the following heads:—situation, population, industries, chief towns.

10. What are the chief towns of Upper Burmah, Jamaica, Western Australia, Queensland, Griqualand, St. Helena, Manitoba?

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Purser, Head Inspector.
Mr. Hynes, District Inspector.

1. What are the peculiarities of the earliest English poems?

2 Give some account of the first English poem of native orgin.

3. Explain fully why Winchester has been styled the cradle of English prose.

4. Narrate briefly the leading events of the life of Chaucer

5. Sketch briefly the life of Shakespeare.

6. Write down, in chronological order (giving dates approximately) the principal of Dr. Johnson's literary productions.

Appendix. Section III., XVII. Examination Questions. *Female Teachers.* C² Papers. New Programme.

7. Mention the chief incidents in the life of Macaulay, and give some account of his literary works.

8. Write short notes on the words italicised in the following extracts, and supply in each case the rest of the couplet :—

(*a.*) In *Stygian* cave forlorn ;
(*b.*) In dark *Cimmerian* desert ever dwell ;
(*c.*) Till the *dappled* dawn doth rise ;
(*d.*) How Faery Mab the *junkets* eat ;
(*e.*) If *Jonson's* learned *sock* be on ;
(*f.*) His *half-regained Eurydice.*

9. Explain the expressions italicised in the following extracts, and in each case complete the couplet :—

(*a.*) Or that *starred Ethiop queen* that strove ;
(*b.*) Where I may oft *outwatch the Bear* ;
(*c.*) With *minute* drops from off the eaves ;
(*d.*) And *storied* windows richly *dight* ;
(*e.*) *Russet* lawns, and fallowe grey ;
(*f.*) *Rain influence*, and judge the prize.

10. Supply the context and give the meaning of the words italicised in the following extracts :—

(*a.*) And *passing rich* ;
(*b.*) *Unprofitably gay* ;
(*c.*) *Terms and tides presage* ;
(*d.*) Where wild *Altama* murmurs to their woe.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Sullivan, Head Inspector.
Mr. Dewar, District Inspector.

1. State and prove the rule for reducing a mixed circulating decimal to a vulgar fraction. What vulgar fractions produce mixed circulating decimals?

2. A and B can do a piece of work in 6 days, B and C in 7 days, and A and C in 5¼ days when they each work 9 hours a day. How long will it take A, B, C together to do it when they work 12 hours a day?

3. In what ways may the numerator and denominator of a fraction be simultaneously altered without changing the value of the fraction? Prove the truth of your statement.

4. A sum of £1,001 was invested in the 3 per cents. at 89⅜, and a half year's dividend being received upon it, it was sold out, the whole increase of capital being £75 12*s*. Find at what price it was sold out.

5. Find the cost of $\cdot 3\dot{2}\dot{7}$ of 1 cwt. 2 qrs. 7 oz. + $\cdot\dot{7}0\dot{3}$ of 9 cwts. 1 qr. 2 lbs. 6 ozs. + ·24 of 7 cwts. 2 qrs. 10 lbs. 12½ ozs., at £8 13*s*. 4*d*. per cwt.

Appendix.
Section III., XVII.
Examination Questions.
Female Teachers.
C³ Papers.
New Programme.

6. A man, by selling goods which cost £14 per cwt. at 2*s.* 9¾*d.* per lb., makes 5 per cent. more profit than he would do if he sold the goods for £15 15*s.* 3¾*d.* What quantity was sold?

7. Define Present Worth. State the rule for finding the present worth of a given sum of money due at some future time, and explain fully the reason for the process.

8. Solve by the unitary method:– If the carriage of 3 cwt. 3 qrs. 14 lbs. for 104½ miles cost £1 14*s.* 10*d.*, what should be charged for the carriage of 5 tons a distance of 93 miles?

9. What are prime numbers? What prime numbers divide 222222, and what is the least number that must be added to it that the sum may be divisible by 47, 53, and 59?

10. Simplify—

$$\frac{2{\cdot}8 \text{ of } 2{\cdot}2\dot{7}}{1{\cdot}13\dot{6}} + \frac{4{\cdot}\dot{4} - 2{\cdot}8\dot{3}}{1{\cdot}\dot{6} + 2{\cdot}\dot{6}2\dot{9}} \text{ of } \frac{20{\cdot}4}{2{\cdot}25}$$

THEORY OF METHOD.—80 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, sixteen marks being allowed for each.*

Mr. PURSER, Head Inspector.
Mr. MACMILLAN (Senior), District Inspector.

1. Show how the playground is to be turned to account in moral training, especially in the case of infants.

2. Write a time table for an infant class in an ordinary school for a day of four hours' secular business, stating definitely what would be taught at each lesson, and what apparatus you would require.

3. In giving a lesson on geography you find your class very inattentive. What course would you pursue to cure this?

4. What is the only kind of reading that will prove valuable to a pupil through life? How can the teacher aid in its attainment?

5. How should grammatical inflexions be first taught? Exemplify the procedure through the verb.

6. What are the educational benefits of written examinations?

7. "Make them understand clearly that the two parts of the map are pictures of the two sides of the world." Explain fully how you would do this.

8. Describe your method of teaching reading to infants from the very first. Show how the plan is related to other recognised methods.

9. Write notes of a lesson on the form and structure of the Honey Bee *or* of the Butterfly.

10. Explain clearly, as to a class, the process in simple subtraction improperly called "borrowing."

Appendix.

Section III., XVII.

Examination Questions.

Female Teachers.

C² Papers.

New Programme.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. Stronge, Head Inspector.
Miss Prendergast, Directress of Needlework.

Sewing (40 Marks).

As a test of proficiency in this branch candidates will have to execute, on material supplied by Inspector, a specimen of each of the following stitches :—*hemming*, *top-sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tuck), *two buttonholes*, one rounded, the other barred at each end ; *sewing on gathers* (also known as "stocking-on"), *one inch* of the latter, *one-and-a-half* to *two inches* of each of the other stitches will suffice as samples, and candidate will do well not to exceed the amounts mentioned, as, by increasing them, she will encroach upon the time allotted to other branches of the subject. A small patch (about one-and-a-half inches square) is to be tacked on, and sewn round half of the outer and half of the inner side, so as to complete on-half of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

Knitting and Darning (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz. :—the leg of a baby's sock, with heel commenced, is required to turn and complete this heel in Inspector's presence, picking up stitches for foot, and knitting two or three rounds of it. The sock should have, securely stitched to it, a label about one inch broad and one-and-a-half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Inspector, who will initial or otherwise mark the label, which is not to be afterwards removed.

Inspector will supply candidate with a small piece of stocking web which, for convenience of working, she can tack upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon both sides. She is to darn a round hole, *not smaller than a sixpence or larger than a shilling*, running the darn in each direction to some distance beyond the hole, and leaving short loops for shrinkage.

Both sock and darn, when finished, are to be firmly attached, by a few strong stitches, to the specimen of sewing.

Cutting-out and Dressmaking (40 Marks).

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread. No pins are to be left in them. Candidate will be required to cut out two articles, viz., a girl's pinafore (which may be of any shape commonly used) and a man's shirt. On each she will mark, distinctly, her examination number.

In dressmaking, candidate is required to cut out a closely-fitting *bodice for grown person*, with long sleeves, and to mark it with her number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

Appendix.
Section III, XVII.
Examination Questions.
Female Teachers.
C² Papers.
New Programme.

MECHANICAL DRAWING.—50 Marks.

One hour allowed for this paper.

N.B. *Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

1. Draw a line A B, 3″ long, and bisect it in C. From C draw two straight lines which shall make equal angles with AB and with each other.

2. Construct the equilateral triangle whose vertical height shall be 3″.

3. Construct an isosceles triangle with a base of 1·5″ and a vertical angle of 50°.

4. AB is the mean proportional between two lines, 3″ and 1·8″ long. Find its length.

5. Find geometrically a fourth proportional to three given lines, A = 1″, B = 2¼″, C = 1½″.

6. Divide a line, 4″ long, proportionally to the divisions of a line 6″ long, which is divided into parts 2″, 1½″, 1⅝″, and ⅞″ long.

7. Construct a square whose diagonal shall be 4·5″ long.

8. Describe a circle whose circumference shall pass through three given points, not in a straight line.

9. Draw a tangent to a circle, radius 1·6″, which shall also make an angle of 30° with a given straight line AB.

10. The span or chord line, and height or sagitta of a segment of a circle being given, show how to find the radius.

VOCAL MUSIC TONIC SOL-FA.—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. What causes the mental effects of the tones of the Common Scale? What modifies these effects?

2. Name the minor chords of the Common Scale.

3. Write the different forms of six-pulse measure, and state its mental effect.

4. Name all the perfect fifths of the scale.

Appendix.

Section III., XVII.

Examination Questions.

Female Teachers.

C² Papers.

New Programme.

5. Name the following intervals :—

(*a.*)	(*b.*)	(*c.*)	(*d.*)	(*e.*)
m	f	m^1	t	s^1
t_1	r	r	d	l

6. Re-arrange the following in ascending order of pitch :—

m d^1 r s_1 f l_1 s t_1 d.

7. Write the following an octave lower, halving each note. Use two-pulse measure :—

{ | d^1 : — , s : — | m^1 : — , — : — | t : — , d^1 : — ||}

8. Write the Standard Scale of Pitch.

9. What does M. 72 mean?

10. Arrange the following keys in ascending order of pitch ; F, A, G, D, E.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

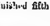
One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

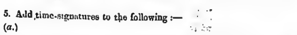
Mr. Purser, Head Inspector.
Mr. Goodman, Examiner in Music.

1. Write the scales of E♭ major and A major in treble and bass clefs. Do not prefix the signatures, but add the sharps or flats before the notes requiring them.

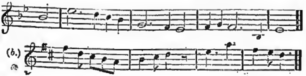
2. Write, in treble and bass clefs, the signatures of the following major keys : E, B♭, F♯, G, G♭.

3. Write below this note  : (*a*) a perfect fourth ; (*b*) a minor second ; (*c*) a diminished fifth ; (*d*) a major sixth ; (*e*) a major third.

4. Name the following intervals :—



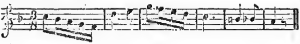
5. Add time-signatures to the following :—



Appendix.
Section III, XVII.
Examination Questions.
Female Teachers.
C³ Papers.
New Programme.

6 Transpose (*b.*) in the last question a perfect fourth down. Prefix key and time signatures

7. Re-write the following in $\frac{3}{4}$ and $\frac{3}{2}$ times, preserving relative duration and accent :—



8. Name the Sub-dominant, Mediant, Leading Note, Sub-mediant, and Dominant of B♭ major.

9. Explain the terms: *Legato, Più allegro, Maestoso, Allegretto, Ritardando.*

10. Write two bars of $\frac{3}{4}$ and $\frac{6}{8}$ times, and explain the difference in the order of accents in each of these times.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. O'Connell, District Inspector.

1896.		£	s.	d.	£	s.	d.
1. Jan. 1.	Cash in hand - - - -				400	0	0
	Tea in stock—100 chests at £5 each -				500	0	0
	Bill Payable—my acceptance due Jan. 15 -				50	0	0
„ 2.	Bought 10 chests of tea from John Green at £5 each - - - -				50	0	0
„ 3.	Sold James King 15 chests of tea at £6 each - - - - -				90	0	0
„ 5.	Paid John Green's account—						
	viz., amount of account -	50	0	0			
	less discount - -	1	0	0			
					49	0	0
„ 6.	Received from James King, cash -				30	0	0
	and his acceptance at 1 month -				60	0	0
„ 10.	Discounted James King's acceptance—						
	and received cash - -	58	0	0			
	having allowed discount -	2	0	0			
					60	0	0
„ 15.	Paid my acceptance due this day - -				50	0	0
„ 20.	Paid cash for office furniture - -				5	0	0
„ 31.	The tea on hand is valued at cost price.						

Journalize the foregoing transactions.

Appendix. Section III., XVII. Examination Questions. *Female Teachers.* C² Papers. New Programme.

2. Post same into Ledger; balance and close the accounts.
3. Make out a Trial Balance.
4. Is the merchant whose transactions are recorded in Question 1 solvent or insolvent on the 31st January, and by how much?

	£	s.	d.
5. (*a.*) Bartered with John Reeves 1 pipe wine for 10 chests of tea	40	0	0
(*b.*) Lent P. Wilson for 3 months, with interest at £5 per cent.	100	0	0
(*c.*) James Henry owed me £100, but he compounded with his creditors and paid me only 10*s.* in the £	50	0	0
(*d.*) Received from P. Wilson £100 lent him with interest	101	5	0

Journalize the foregoing transactions.

6. Construct a Cash Book with discount entries from the items in Question 1.

7. On which side of a Cash Book must the balance always fall when the merchant has no account at bank? Give a reason for your answer.

8. What is—to discount a bill, to honour it, to retire it, to endorse it?

9. John James pays his acceptance when due to William Thompson. How does each of them enter that transaction in his Journal?

10. At balancing the books the following erroneous entries were discovered in the Journal:—

	£	s.	d.
(*a.*) Cash Dr. to William Reid	50	0	0
which should be Cash Dr. to John Ward	50	0	0
(*b.*) John Robertson Dr. to Cash	10	0	0
which should be Cash Dr. to John Robertson	20	0	0

What additional Journal entries are required in order to rectify those mistakes?

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Moran, Head Inspector.
Dr. Bateman, District Inspector.

1. Name the English sovereigns of the House of Brunswick, and give the date of accession of each.
2. Give a brief account of the Wars of the Roses.
3. Name five of the Irish leaders in the Rebellion of 1798.
4. Sketch briefly the life of Mary, Queen of Scots.
5. Assign dates to the following events:—

Field of the Cloth of Gold;
Battle of Agincourt;
Union of the Crowns of England and Scotland;
Indian Mutiny;
Battle of Trafalgar.

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Appendix.
Section III.
XVII.
Examination Questions.
Female Teachers.
C² Papers.
New Programme.

6. What causes led to the disputes between Charles I. and his Parliament?

7. Who was the last king of pagan Ireland? Who was the last native king of Ireland?

8. Give instances in English History of the deposition of a reigning sovereign.

9. In what year, and under what circumstances, did the English lose possession of Calais?

10. State all you know of any two of the following:—

Oliver Cromwell;
Henry Grattan;
Theobald Wolf Tone;
Lady Jane Grey.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. From what causes is the air of towns impure? By what natural means are the impurities removed?

2. Compare, as to colour, components, and functions, arterial blood with venous.

3. Name two fumigants, and describe fully how you would use one of them.

4. Explain what changes the food undergoes in the mouth before it is swallowed.

5. How is the carbonic acid in the air produced; and how is the amount of it in the air limited, so that it may not become injurious to health?

6. What is the effect on the pores of the skin of cold, of heat, and of dirt in excess?

7. What is the cause of "boils"? And how should they be treated?

8. "There is great heat in flannel"; criticise. Explain fully why woollen garments are generally so suitable for wear next the skin.

9. What steps should a nurse take to ensure certainty in carrying out the doctor's orders?

10. "The more singing the less coughing." Explain this statement.

XVIII.—SYNOPSIS OF SPECIAL REPORTS furnished by Examiners with reference to the fulness or otherwise of the knowledge of the subjects displayed by the Teachers and others examined at the July Examinations of 1897.

Appendix. Section III., XVIII. — Annual Examination of Teachers and Monitors.

Algebra.

A^1 AND A^2 (OLD); B (OLD AND NEW).

Algebra.

The candidates were, as a rule, fairly prepared, especially those examined in B papers (old programme). The theoretical questions which appeared on B papers (new) were not well answered. This applies especially to the question on the binomial theorem.

In a considerable number of cases lengthy and involved methods of solution were employed, but on the whole it was evident that the subject had been carefully studied.

C^1—MALES.

While some of the exercises pointed to a very high standard of proficiency the general character of the answering was fair. A good many of the candidates employed somewhat lengthy methods.

C (OLD); C^2 (NEW), AND FEMALE TEACHERS, CANDIDATES FOR CERTIFICATES.

The solutions on this occasion were methodically arranged and easily followed, and I have no hesitation in saying that the candidates possess a thorough knowledge of the portion of the subject required by their programme.

Agriculture.

C (OLD); C^1 AND C^2 (NEW).

Agriculture.

The knowledge shown was of very fair character throughout, that of the candidates on the C paper (old programme) being of somewhat higher standard.

[C (old), 63 per cent.; C^1 and C^2 (new), 59 per cent. each.]

B; C.

The answering on B papers was satisfactory, the candidates showed an intelligent knowledge of the subject, and gained on the whole a high percentage of marks. The answering of the candidates in C papers was not so good.

Agricultural Chemistry.

A^1 AND A^2.

Agricultural Chemistry.

The candidates who presented themselves had evidently studied this subject very carefully.

Appendix.

Section III.
XVIII.

Annual Examination of Teachers and Monitors.

Arithmetic.

Arithmetic.

C (Old) and C² (New).

A fair knowledge of the principles of arithmetic was possessed by the majority of the candidates. The percentage of failures was very small. Questions in theory were, however, seldom accurately or completely answered, and clumsy methods of working were frequently adopted.

C² (Old) and C³ (New)—Females.

A considerable proportion of the candidates attempted one or more of the questions on theory of arithmetic, but only very rarely were the attempts successful. The great majority took up the questions that involved no mathematical ability, but only calculation. Few obtained full marks, few 90 per cent., a great number fell below 50 per cent., and the answering of many was distinctly bad.

A¹ and A² Males and Females.

As a general rule the solutions by both male and female candidates were not presented in a neat readable form. Short methods were not adopted, and explanatory notes were seldom added. It was evident that the candidates had not a clear distinct grasp of the steps which the solution should naturally assume.

The A² —females—gave evidence of fairly careful preparation. The A²—males—were well prepared.

The A¹ females—were fairly prepared. The A¹—males—were moderately prepared.

C³—Males and Females.

The papers were, as a rule, neatly worked, and showed, generally speaking, a good knowledge of the subject. Perhaps too little use was made of the principle of cancelling.

But few failures occurred.

B (Old) and B (New).

The answering of the candidates (B old) was, generally speaking, good. A large proportion obtained respectable marks. There were comparatively few failures, and the work, though in many instances rather disconnected and hurried in style, was, as a rule, fairly executed in point of neatness.

The answering of the candidates (B new) was, on the whole, fair as regards methods, correctness, and neatness of work.

B (Old) and B (New)—Females.

The answering of the candidates on the old programme was very fair; on the new programme, moderate.

The solutions should be set forth more methodically.

The candidates were much more successful at questions that merely involved calculation than at those set to test acquaintance with theory. Many have very indistinct ideas regarding the principles of *Discount.*

Book-keeping.

FEMALES (ALL).—B MALES (OLD AND NEW).

Annual Examination of Teachers and Monitors.

Book-keeping.

The answering was, on the whole, very fair—that of the males being very good. Full marks were assigned to several of the men, and there were only one or two of them who obtained less than 20 per cent. of the maximum. The answering of the females, though creditable, was not quite so good. This was more apparent in the papers of C^1 and C^2 candidates, and the proportion of those who failed to secure 20 per cent. of the maximum was much greater. The papers were, with some exceptions, executed with considerable neatness, and the writing, figuring, and ruling of the several "accounts" were well done.

"C^1" CANDIDATES.

The answering was, on the whole, very good. The total marks assigned were 87·2 per cent. of the maximum, a very high percentage indeed. Only one candidate obtained under 60 per cent. There was no failure. Neatness and arrangement, though on the whole well attended to, were, as usual, conspicuously absent from some papers, and in many cases marks were deducted for omission of dates in the Ledger.

"C" (OLD); "C^2" (NEW).

The general proficiency was good. A very respectable proportion obtained full or nearly full marks, and the number that fell below the minimum, 20 per cent., was commendably small. The Exercises were neatly executed as a rule.

Botany.

Botany.

Two candidates only were examined in this subject. If their practical knowledge is as good as their book knowledge, they should be well qualified to teach the subject.

Composition.

"C^1" MALES.

Composition.

The general proficiency was only moderate. The percentage of really good Compositions was not large. The style of many of the papers was much too colloquial. The number of words mis-spelt was greater than would have been expected. The Compositions, as a rule, did not exhibit a sufficient power of arrangement of ideas in logical sequence. They were in nearly all cases neatly written.

"C^2"—MALES.

The general proficiency was not high. The papers, as a rule, exhibited a lack of proper literary style. Many candidates used high-flown language, while many others were colloquial. Punctuation, too, was very little attended to by many candidates, and mistakes in spelling were not infrequent. The papers were generally neat and well written.

"C^1" AND "C^2"—FEMALES.

The Exercises of "C^1" Female candidates were of very fair merit. Those of the "C^2" Female candidates, as a rule, showed want of practice. The chief defects were want of sequence of ideas, and neglect of punctuation. Due regard was paid to neatness.

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Appendix.

Section III, XVIII.

Annual Examination of Teachers and Monitors.

In general the Essays were not up to a satisfactory standard. No fault could be found with the selection of ideas, but the mode of expression was very often awkward, and sometimes ungrammatical. The subject does not receive sufficient attention from candidates.

Drawing.

C^2, C^3, AND B.

Drawing.

In Freehand Drawing the work of C^2 and C^3 candidates was very good, but that of B candidates was only middling; in Object Drawing almost complete ignorance was displayed, while in Mechanical Drawing the results were, on the whole, fairly satisfactory.

English Language.

A CANDIDATES.

English Language.

Only a moderate acquaintance with the subject was shown by the six candidates.

English Literature.

English Literature.

There was a considerable percentage of well-written papers, showing an intelligent appreciation of the subject, though there was evidence of reliance on verbal memory, indicating a deficiency in general reading. The replies of the weaker candidates showed strongly the necessity for the study of this subject; but, on the whole, the result of the examination was satisfactory.

The Examiner reports that the answering was, on the whole, very high, and the candidates displayed an intimate acquaintance with the text-books chosen for the course.

French.

French.

The exercises were neatly executed. Grammar questions were answered with fair accuracy. Translation from French to English was well executed; but translation from English to French showed no particular merit.

Geography.

A^1 AND A^2.—MALES AND FEMALES.

Geography.

Map drawing generally poor The answering of the remaining questions fair. Exercises executed neatly.

"B". MALES (OLD AND NEW).

Answering on old programme pretty good, and a good knowledge was shown by candidates examined on the new programme.

Map drawing was not much attempted and was not accurate, but the filling in of the blank map was fairly dealt with.

B. FEMALES.

Very satisfactory knowledge was displayed in the new programme, probably due to the fact that this programme was more generally adopted in the Training Colleges than among ordinary candidates. A fair knowledge was shown in the old programme.

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C^1.—MALES.

There were no traces of copying, &c.; the exercises were neat. Map-drawing, imperfect as regards outline—fair as regards insertion of places; of 191 candidates not one failed.

C.—FEMALES (OLD AND NEW PROGRAMMES.)

Little intelligence shown in the answering of the Astronomical questions. Much merit was displayed in the answering of questions requiring an effort of memory, and in map-drawing.

Geography.

Answering, in general, satisfactory, only three failing to obtain 50 per cent. of possible total. The weak point in answering was map-drawing.

No copying observed.

C AND C^2.

A satisfactory knowledge of the text-books was displayed, but the study of maps appears to have been neglected, and map-drawing was defective.

Geometry and Mensuration.

C AND C^2.

Geometry and Mensuration.

Answering in Mensuration of new programme of a high order; in Geometry, of same programme, generally speaking, most unsatisfactory.

Answering in Geometry and Mensuration of old programme very fair.

A^1 AND A^2.

Percentage of marks assigned generally was very high. The questions in Mensuration were to a great extent avoided.

C^2 (NEW).

The candidates, appeared, as a rule, to have been well prepared; but the exercises in connection with the Propositions were in very many cases not even attempted.

The candidates have a fair knowledge of the principles of Mensuration, but the solutions of the questions were frequently very inaccurate.

B (OLD AND NEW).

The answers (old and new programme) indicate careful study of the Propositions of Euclid and, in most cases a comprehension of the work. Propositions of Sixth Book, however, not so well understood as the more familiar parts of Euclid, and candidates seem to rely more on memory than a firm grasp of principles.

There is a great diversity in clearness of expression, and a great number of candidates gave confused and carelessly written answers to the questions.

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Appendix.

Section III. XVIII.

Annual Examination of Teachers and Monitors.

Grammar.

Mensuration is not so well done as Geometry, the answers being frequently rendered incorrect by using round numbers where fractions and decimals occurred.

Candidates should use formulæ instead of rules. Inability to make a good diagram misled many, while the work of some was so confused as to make it very difficult to follow.

Grammar.

B (Old and New).

Two hundred and fifty three teachers examined on old programme. General answering was good. No failures. Average mark, computed on answering of the first eighty one, 62·3 per cent. Answering creditable, except in case of Question No. 2, viz.,—the Analysis of a Complex Sentence—in which forty-two failed to score any marks whatever.

One hundred and twenty-two teachers examined on new programme. There were no failures. Average mark, computed on answering of the first fifty two, 76·8 per cent. All the questions were answered creditably.

Grammar.

C^2 Males.

Knowledge of Grammar shewn was good; analysis well understood; but in a considerable number of cases parsing showed that the candidate had failed to grasp the meaning of the passage.

C—Female.

Knowledge of Text-books very fair; parsing not satisfactory; a very small number of candidates had been well prepared in analysis, and very few of the candidates in Old Programme attempted the question in Composition, and none of the attempts were to be commended either for style or matter.

C and C^2—Males.

In the Old Programme candidates showed an intimate knowledge of the Text-books, but in many cases very little ability was shown in parsing and analysis. The Compositions were poor in thought, style, grammar, and punctuation.

In the New Programme candidates showed good proficiency on the whole, and generally speaking attained a higher standard than candidates in the Old Programme. Examiner thinks their paper was easier.

C^2 Female.

Knowledge displayed was generally of a very creditable character, there being no case of absolute failure. Parsing exercises were well executed, and questions on the Text-books were well answered, but some of the attempts at analysis indicated want of sufficient practice.

B (Old and New)—Females.

In Old and New Programmes the parsing and analysis were, generally speaking, creditable.

The questions from the Text-books, Old Programme, were fairly well answered, but very few of the candidates possessed the information

Appendix. Section III., XVIII. Annual Examination of Teachers and Monitors.

necessary to answer the question in practical teaching. The Composition, Old Programme, was hastily executed; without regard to punctuation, and possessed no particular merit.

The answering to Text-book questions, New Programme, was meagre and insufficient, candidates displaying only a limited acquaintance with the advanced Text-book, and relying principally on elementary grammar for the material of their answers.

A^1 AND A^2.

A satisfactory acquaintance was shown with the Text-books. The parsing exercises were creditably executed, but the exercises in analysis showed an inability in many cases to distinguish principal from subordinate clauses. The other questions were answered with fair success, though not always with intelligence.

Handicraft.

Handicraft.

The Examiner reports that the instruction sought to be imparted, and in the great majority of cases successfully imparted, is such as must inevitably be productive of much good. It is not to be expected, nor is it at all desired, that the course of instruction should make the students fit to compete with *tradesmen* in the way of doing work. With very few exceptions the students possess a very intelligent idea of how to set about and do such work as is commonly found necessary in connection with a school, residence, &c. In the paper work a thorough understanding of the subject as hitherto taught is observed. On the whole, the results of the examination are satisfactory.

Hygiene.

Hygiene

Answering in Old and New Programmes satisfactory, and, with regard to latter, more intelligent.

History.

History.

The candidates examined on the Old Programme displayed in general a sound knowledge of the Programme requirements. In the New Programme, the Female candidates examined on C^1 papers showed a fair knowledge of the course, while the candidates on B and C^2 papers evinced want of preparation. The literary merit of the answering was disappointing, and many papers had mis-spelled words.

Irish.

Irish

The candidates examined showed a fair proficiency in this subject.

Kindergarten.

Kindergarten.

Generally speaking the result of the examination in this branch is favourable, but there was a good deal of merely rote answering. Two questions requiring a good knowledge of the theory were not well dealt with, and it would appear that in many cases the real object and method of Kindergarten Drawing are not properly understood.

Latin and Greek.

Latin and Greek.

Greek was not well known by the four candidates who attempted that subject.

Appendix. Section III. XVIII.

Annual Examination of Teachers and Monitors.

Latin was fairly well known, but in translations into that language a remarkable disregard of tenses was shown by the candidates in general. Latin Prose Composition was known only by a small proportion of the candidates.

Lesson Books.

Lesson Books.

C (OLD).

The general answering was very fair, but several candidates failed in the Composition question.

This Examiner reports that the papers were, as a rule, fairly well executed. The answering shows much higher this year owing to the altered conditions of marking.

B.

The answering of the male candidates was, on the whole, fair, though much ignorance of the meaning and general drift of lessons in the Sixth Book was shown. The female candidates bestowed much attention on the subject, and their answers were full and complete as a rule.

B.—FEMALES.

The papers executed show a considerable advance upon the answering of previous years, in regard to the knowledge of the subject displayed by the candidates. There was a noticeable tendency to high flown language and an inflated style.

MANUAL TRAINING—NEW PROGRAMME.

Manual Training.

Only one teacher examined. He exhibited a very satisfactory knowledge of the subject.

Mechanics.

Mechanics.

The answering of B Candidates, Old Programme, was satisfactory in the majority of cases, and quite a good proportion secured full marks. A very gratifying advance was shown upon the answering of the corresponding class of candidates a few years ago. The knowledge of the subject displayed by the candidates for First of First Class was distinctly disappointing.

Many of the candidates have but a very feeble grasp of the principles of Mechanics.

The work was, as a rule, satisfactory in regard to neatness, and the figures necessary to elucidate the answers were carefully drawn in most instances.

Methods.

Methods.

Most of the candidates exhibited a close acquaintance with the words of Joyce's Text-book.

About 40 per cent. of the answers on the "Practical Rules" were vague and unsatisfactory, and notes of a lesson on Case (New Programme "B") were generally very poor and exceedingly inaccurate—inaccuracies due to "our" erring Text-books.

On the whole, candidates were fairly well prepared as far as the means within their reach enabled them to be.

The Examiner reports that the answering of the candidates for First Class showed that few of them could satisfactorily carry into practice the principles underlying their art, but that many had a rote

Appendix. Section III., XVIII. Annual Examination of Teachers and Monitors.

knowledge of a book which avoids the most important and difficult points of teaching.

The scoring of the female candidates for Second Class on the Old Programme was usually only mediocre, but the work of the females who took up the Revised Programme was much better done. The questions on Kindergarten and Theory proper were frequently attempted and very well treated.

The answering of the male candidates on C^1 papers (New Programme) showed, on the whole, a satisfactory acquaintance with the theory of method. In most instances they appeared to have derived their information from Dr. Joyce's work on the subject.

The majority of the female candidates examined on C^1 papers answered very fairly those questions that required a knowledge of Dr. Joyce's Text-book. Their answering also showed that the Kindergarten Text-books had received due attention. The Text-books of Fitch, Robinson, and Young, would appear to be almost unknown.

The Examiner of the exercises of male candidates in C and C^2 papers, Old and New Programmes, reports that they were well prepared in Joyce's Manual, and adhered to the five or six questions which could be answered by a fair acquaintance with that work. Any questions involving practical acquaintance with school work or original thought were left alone. Orthography was defective in some cases, but, in general, the work was neatly done.

All the female candidates in C Old Programme and C^2 New Programme, appeared to have carefully read the prescribed Manual, but any questions involving a more general application of its maxims were seldom attempted with success by those who entered under the Revised Programme, and the answers of candidates under the Old Programme displayed a singular lack of precision where an acquaintance with the Commissioners' Rules, &c., or with the Results Programme was required. Glaring errors in Syntax and Orthography occurred in a considerable number of cases.

Music.

Music.

A great increase in papers returned this year as compared with last year, the excess being 396 or over 60 per cent. There were 732 female and 284 male candidates. The greater number of both male and female candidates took Tonic sol-fa papers, being as much as 446 in excess over those examined on Hullah's system. The answering was generally creditable, full marks being scored several times in all the papers, of which there were eight classes.

It is worthy of remark that questions bearing on the *teaching*, or more correctly speaking, on *method* of teaching music, were not so frequently selected, nor so well answered, when selected, as other questions; also, that exercises in translation from Tonic sol-fa into Staff notation were much better done than from Staff into Tonic sol-fa in the two-part harmony special piece.

Natural Philosophy.

HYDROSTATICS, &c.—(A^1 AND A^2 MALES).

Natural Philosophy.

Execution not nearly so good by A^1 candidates as by A^2.

Answering was, on the whole, good, 85 out of 110 scoring over 50 per cent., and only 4 less than 20 per cent.

Several very foolish answers were given.

Appendix.

Section III. XVIII.

Annual Examination of Teachers and Monitors.

LIGHT AND SOUND.—(A^1 AND A^2 OLD).

Thirty-four teachers examined in A^1. Fair general knowledge shown. Average mark 55·2 per cent. Only one teacher failed by scoring less than 20 per cent. Questions 1, 2, and 6 poorly answered. This is rather surprising in the case of Question 6, for the solution of which merely an intelligent knowledge of the laws of refraction was required.

Light and Sound.

Thirty-six teachers examined in A^2. They exhibited a fair knowledge of the subjects. Average mark 55 per cent. Two candidates failed.

(HEAT AND STEAM ENGINE.—A^1 AND A^2).

Heat and Steam Engine.

Much use was made of bare formulæ, and M'Donnell's work on the Steam Engine seemed little read. The answering was by no means high. Five only out of sixty failed to score 20 per cent., but less than half scored 50 per cent.

Several ludicrous answers were given.

MAGNETISM AND ELECTRICITY.

Magnetism and Electricity.

Candidates generally were well prepared so far as book knowledge went; and, on the whole, a very creditable acquaintance with both the mathematical and experimental aspects of the sciences was exhibited by a large number of the candidates. Diagrams and reasoning defective.

ELEMENTARY PHYSICS.

Elementary Physics.

The general result is more satisfactory than that of any previous examination, although the numbers who take up the subject are declining. The candidates appeared to understand thoroughly the scientific principles involved in answering Questions No. 2, 3, 4, and 6; but as to No. 8—viz., "Give a short description of the Magic Lantern, explaining how it acts," it was rather disappointing to find everyone avoiding this question as if unequal to describing popularly an instrument so familiar in these days.

On the whole, the result is good, so far as the quality of the answering goes, but as an indication of the extent to which Elementary Science is attracting teachers to its study, the small number examined this year is not encouraging.

Needlework.

Needlework.

The Directress of Needlework expresses great dissatisfaction with the work executed for this examination, which was worse than in 1896 in all branches save Dressmaking.

Dressmaking.—This showed improvement on 1896, and many of the specimens ranged from very good to excellent. The bulk of the sewing was, however, only middling or poor, and some was "wonderfully bad" and careless.

Appendix.
Section III,
XVIII.

Annual
Examination of
Teachers
and
Monitors.

Knitting.—Specimens disappointing. In the case of socks, several candidates had no heel turned, while others, in making an attempt, only showed their ignorance of the correct method.

Cutting out.—Very defective, indeed—sometimes "irritatingly bad." Grave doubts as to the genuineness of the specimens of knitting seem to be implied, and stringent measures are suggested to secure that work executed in the Examination Hall is the same as that actually submitted to the marker.

Penmanship.

Penmanship.

Speaking generally, the exercises were written in a good, uniform, legible hand, and with very creditable neatness. A crude and unfinished hand was met with in a few cases only.

The exercises of the females were, as a rule, neater and more accurate than those of the male candidates.

Headline writing, introduced as a test under the New Programme, though creditable in many cases, was not on the whole satisfactory—uniformity in shape and size of the lettering was wanting in too many cases.

Reasoning.

Reasoning.

Only one of the candidates examined on First Class papers showed a full knowledge of the Text-book. Want of completeness characterised the answering of the other candidates. There was only one candidate for examination on Second Class papers, and his answering was fair.

Spelling.

B.—MALES.

Spelling.

Exercises were, in general, neatly executed, and showed a very fair acquaintance with the matter of the Text-book.

C, C², AND C¹.—MALES.

The exercises were generally neatly written. The answers to questions on the Spelling Book, C papers, generally showed an accurate acquaintance with it. The C¹ Papers were generally good. The errors in the C and C² Dictation were more numerous, but the exercises were, on the whole, fairly satisfactory.

A¹ AND A².—MALES AND FEMALES.

With few exceptions the Spelling was satisfactory.

C (OLD), C¹ AND C² (NEW).—FEMALES.

Nothing was more striking than the *variety* of styles of Penmanship, all excellent, legible, graceful and flowing. The great majority wrote beautifully, the exceptions being candidates for training. The answers to spelling book were mostly clearly arranged and neatly expressed. The answering of C¹ candidates gave the following results :—151 papers gave 22 with full marks, 120 others scored over 50 per cent.,

Appendix.

Section III, XVIII.

Annual Examination of Teachers and Monitors.

only 9 being under 50 per cent. Next as to C^{2} papers of which there were 348, about 20 obtained full marks, 25 got nil marks or were absolute failures, and 9 others failed to score 20 per cent.; hence there were 34 failures or about 10 per cent. of those examined. Many of these cases were mere candidates for training, but 85 others gained less than 50 per cent. of the marks, making altogether 119 who scored less than 50 per cent., a very large proportion. Of the C, old candidates, nearly all passed, only 9 failing to get 20 per cent., and a great many gaining over 50 per cent. A great many of the failures of the candidates in this subject arose from ill-hearing and mis-understanding.

B Papers.

The Dictation exercise was, in general, very well done. The number of candidates who obtained over 90 per cent. was very large. In the questions on spelling book the answering generally reached a high standard of excellence. One striking feature in this portion of the paper was that very few candidates succeeded in correcting all the misspelled words given for correction.

Trigonometry.

Trigonometry.

Plane Trigonometry.—Candidates on the New Programme answered better than those on the Old. A good knowledge of the Text-books was shown in regard to the functions of a single angle; the functions of the sum and difference of two angles; and the solutions of triangles. Solutions were, however, prolix, and little ability was shown in diagrams.

Spherical Trigonometry.—Very few papers were received on this subject, and none of them showed exceptional merit.

XIX.—ANALYSIS OF THE ANSWERING.

(a.) OLD PROGRAMME.

SUMMARY OF THE ANSWERING AT THE JULY EXAMINATIONS HELD IN THE YEARS 1893, 1894, 1895, 1896, AND 1897

Year	A¹ Papers.									A² Papers.									B Papers.									C Papers.								
	Candidates for I.¹ Class.			Number Successful.			Per-centage of Successful Candidates to total number examined.			Candidates for I.² Class.			Number Successful.			Per-centage of Successful Candidates to total number examined.			Candidates for II. Class.			Number Successful.			Per-centage of Successful Candidates to total number examined.			Number examined.			Number Successful.			Per-centage of Successful Candidates to total number examined.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1893.	55	88	143	38	44	82	64·7	50·0	57·3	152	75	227	100	59	159	[illegible]	[illegible]	[illegible]	386	380	[illegible]	245	490	485	66·6	78·5	66·7	944	1,141	2,[illegible]	400	611	1,[illegible]	78·1	56·0	66·0
1894.	63	64	127	30	31	61	50·1	60·4	48·0	[illegible]	88	[illegible]	100	70	[illegible]	[illegible]	[illegible]	[illegible]	324	397	818	[illegible]	[illegible]	[illegible]	75·3	45·2	71·2	781	1,343	2,001	603	946	1,421	[illegible]	[illegible]	80·2
1895.	92	95	195	60	60	54	54·1	31·2	45·3	230	62	297	43	83	130	[illegible]	[illegible]	121	386	486	873	215	215	400	88·7	42·6	88·4	776	1,340	2,116	416	1,067	1,588	17·3	79·1	74·0
1896.	94	35	131	48	23	72	50·0	40·6	49·3	115	92	207	150	66	105	[illegible]	72·7	122	386	371	751	400	490	400	78·4	88·5	72·2	782	1,335	2,117	371	305	1,470	78·0	87·7	60·6
1897.	78	48	127	34	30	66	40·1	65·0	45·0	156	131	287	118	114	234	[illegible]	[illegible]	8·4	377	374	661	168	226	400	[illegible]	[illegible]	11·4	800	400	1,210	448	494	920	80·7	73·5	73·3

(b.) NEW PROGRAMME.

SUMMARY of the ANSWERING at the JULY EXAMINATIONS, 1897, of the Candidates examined upon the REVISED PROGRAMME.

Year.	A Papers.									B Papers.															C¹ Papers.									C² Papers.								
	Number Examined.			Number Successful.			Percentage Successful.			Number Examined.			Number who passed 60 per cent. or above, and passed in all subjects			Number who passed 40 per cent. or above, and passed in all subjects.			Percentage 60 per cent. or above			Percentage 40 per cent or above.			Number Examined.			Number Successful			Percentage Successful			Number Examined.			Number Successful.			Percentage Successful.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1897	0	–	0	0	–	0	100	–	100·0	112	135	287	81	109	190	68	67	112	72·3	[illegible]	72·9	48·8	45·9	44·8	168	181	349	174	142	316	91·[illegible]	78·7	88·6	486	388	873	166	488	353	86·5	91·3	88·8

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XX.—REVISED PROGRAMME OF EXAMINATION

FOR

ADMISSION TO TRAINING COLLEGES

AND FOR THE

CLASSIFICATION AND PROMOTION OF TEACHERS

AND

QUEEN'S SCHOLARS.

N.B.—The Examinations in Column (1) will be held at Easter in 1898 and until further notice.

The Examinations in Columns (2) and (3), and in Special Course for I^1 Class, New Programme; also, in Old Programme for Second Class and for First Class (either division) will be held in July as before.

Appendix. Section III. XX.

CONDITIONS OF EXAMINATION FOR ENTRANCE TO TRAINING COLLEGES AND OF CLASSIFICATION AND PROMOTION OF TEACHERS AND QUEEN'S SCHOLARS.

The Examination for entrance to Training Colleges will be in Col. I of Revised Programme.

THIRD CLASS.

2nd Div. will be awarded to :—

(*a.*) Monitors at the end of fifth year of service, ...	on passing Examination in Col. 1.
(*b.*) Pupil Teachers of one year's service, ...	
(*c.*) Provisionally classed Teachers,	

1st Div. will be awarded to :—

(*a.*) Queen's Scholars, conditionally (as a rule) on completing their second year of Training, . .	on passing Examination in Col. 2.
(*b.*) Pupil Teachers of two years' service, ...	
(*c.*) Untrained Teachers classed III^2., on the recommendation of the Inspector, for sufficient school keeping, ...	without Examination.

N.B.- Queen's Scholars failing to pass in Col. 3 at end of their course, will not be eligible for a Diploma.

SECOND CLASS.

2nd Div. will be awarded to :—

(*a.*) Queen's Scholars at the end of their course, ...	on passing Examination in Col. 3.
(*b.*) Untrained Teachers, eligible to be examined for 2nd Class, .	

1st Div. will be awarded to :—

(*a.*) Queen's Scholars, at the end of their course, ...	on passing Examination in Col. 3 *with Special Distinction.*
(*b.*) Untrained Teachers, eligible to be examined for 2nd Class, .	
(*c.*) Teachers already classed II^2., and eligible for promotion, .	

N.B.— Should a Candidate fail to qualify for II.^{1} at his first attempt, he will be allowed to present himself again for examination, if otherwise eligible.

Appendix.
Section III.,
XX.

FIRST CLASS.

2nd Div. will be awarded to:—

(*a.*) Trained Teachers classed II^1., under the New System, . .	after a subsequent period of two consecutive years' highly efficient service (not necessarily in the same school), as reported by Head and District Inspectors.
(*b.*) Untrained Teachers classed II^1. exempted under Rule 157 (*b*) and qualified under Rule 154, . (*c.*) Trained Teachers classed II^1. on the Old System, and qualified under Rule 154, . . .	on passing Examination in Col. 3 *with Special Distinction.*
1st Div. will be awarded to Teachers classed I^2. after a subsequent period of, ...	(*a.*) seven consecutive years' highly efficient service, without examination. (*b.*) three consecutive years of such service, on passing an examination in a special course for I^1. (See page 247.)

N.B.—Cases where breaks in coutinuity of service have arisen through no fault of the Teacher will be specially considered.

NOTES.

(*a.*) *Passing in any particular Subject* shall mean obtaining at least 20 per cent. of the marks assigned to it.

Passing the Examination shall mean obtaining at least 50 per cent. of the total marks assigned to it without failure in any obligatory subject.

Passing the Examination with Special Distinction shall mean obtaining at least 65 per cent. of marks, and not less than 20 per cent. on any one subject.

(*b.*) In the case of Optional Subjects, a similar examination passed in University of Dublin, or in the Royal University, will be accepted.

(*c.*) A degree obtained in a British or Irish University will be accepted as exempting Candidates from examination in Part (III.) of the course for I^1.

TEMPORARY ARRANGEMENTS.

1. All Candidates examined in 1898 for promotion to Second or First Class (either division) will have the option of taking the Old or the New Programme.
2. All other Candidates examined in 1898 will be obliged to take the New Programme.

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Appendix.

Section III.

Revised Programme—Teachers and Queen's Scholars.

REVISED PROGRAMME OF EXAMINATION

FOR

ADMISSION TO TRAINING COLLEGES, AND FOR THE CLASSIFICATION AND PROMOTION OF TEACHERS AND QUEEN'S SCHOLARS.

NOTE.—The works and periods prescribed for the Literary and Historical courses will be varied from time to time.

The Text Books mentioned in brackets are not prescribed by the Commissioners for study. They are intended only to indicate approximately the amount of matter required, and the standard that will be adopted in the Examination.

Where Text Books are not mentioned, the questions will be such as can be answered out of any suitable Text Book on the subject. If any particular Text Book be submitted to the Commissioners, they will be prepared to state whether they can regard it as of the standard required by the Programme.

Of the Optional Subjects:—

(a.) in Col. 1—Male Candidates must take one and not more. Female Candidates must take two and not more, of which Vocal Music, or Domestic Economy and Hygiene, must be one.

(b.) in Cols. 2 and 3—All Candidates must take one Optional Subject, but not more. Any Candidate, however, who is exempted from Geography or Book-keeping in Col. 3, may take another Optional Subject in place of each Subject so omitted.

Subject.	Marks.	(1.)	Marks.	(2.)	Marks.	(3.)
READING. . . .	60	To read with fluency, correctness, and intelligence, an ordinary passage in English prose, with explanation of the ordinary words and phrases in the passage read.	80	To read with fluency, correctness, intelligence, and expression, ordinary passages in English prose and verse with explanation of the ordinary words and phrases in the passages read.	80	As in Col. 2, a higher standard of proficiency being required.

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PENMANSHIP.	50	To write a neat and legible hand.	50	To write a neat and legible hand. To set suitable headlines in large and small hand.	50	As in Col. 2.
SPELLING AND PUNCTUATION.	40	To write correctly from Dictation a passage selected for the purpose.	40	To write correctly from Dictation a passage selected for the purpose.	40	As in Col. 2, a higher standard of proficiency being required. A larger number of marks will be deducted for each mistake in spelling.
ENGLISH GRAMMAR. .	60	To parse a complex sentence in prose or verse. To be acquainted with Etymology and Syntax, and with the principal prefixes and terminations found in English words. To analyse a simple sentence.	60	More advanced course, with increased knowledge of the forms and derivations of words. Analysis of simple and compound sentences. [An advanced text book to be studied.]	60	As in Col. 2, with Prosody, and Analysis of complex sentences. [An advanced text book to be studied.]
ENGLISH COMPOSITION	50	To write a letter or short Essay on a given subject.	50	To write an Essay on a given subject.	50	To write an Essay as before.
GEOGRAPHY. . . .	70	Elementary General Geography (Political and Descriptive). Mathematical Geography: Form, size, and motions of the Earth. To draw an outline Map of Ireland showing the principal mountains and rivers.	70	(a) The British Empire (Political and Descriptive) with special reference to its Commercial aspect. (b) Physical Geography: Mountains, plains, rivers, deserts, winds, climates, tides, and currents. (c) To draw an outline Map of Great Britain or a certain portion of it, showing principal mountains and rivers.	70	Same course (optional for those who have passed in Col. 2 with not less than 60 per cent. of marks).
ENGLISH LITERATURE. .	70	(a) *An Outline of the History of English Literature.* [Meiklejohn, Chap. I., with notice of the lives and works of Chaucer, Spenser, Shakespeare, Bacon, Milton, Dryden, Defoe, Swift, Addison, Pope, Gray, Johnson, Goldsmith, Burke, Burns, Wordsworth, Scott, Moore, Byron, Macaulay, and Tennyson.]	70	(a) History of English Literature from 1750 to 1800. [*The Student's Manual of English Literature.* Shaw. Chaps. 15, 16, 17, 18, 19; or *A Manual of English Literature.* Arnold. Chap. 5.] (b) Study of some work representative of the period. This will be for 1898—	70	(a) History of English Literature from 1579 to 1700. [*The Student's Manual of English Literature.* Shaw. Chaps. 6, 8, 7, 11, 12 or *A Manual of English Literature.* Arnold. Chaps. 3, 4.] (b) Study of a representative work as before. This will be for 1898—

Appendix

Section III, XX.

Revised Programme—Teachers and Queen's Scholars.

Subject.	Marks.	(1.)	Marks.	(2.)	Marks.	(3.)
ENGLISH LITERATURE—*con.*		(b) Milton's *L'Allegro*, and *Il Penseroso*. Goldsmith's *Deserted Village*.		Pope—*Essay on Criticism*. Addison—*Essays*—Belief in Omens: Clubs: Overcrowding of Learned Professions: Sign Posts: Indian Kings in England: Popular Poetry: The Right Use of Time: Difficulties of Periodical Writing: Country Manners: Vision of Mirza: Inconsistency and Fickleness: Death: Transmigration: Whimsical Notions and Practical Jokes: The False Rumour: Gestures, Action, and Delivery: Taste: Judgments: Dreams: Sunset: The Starry Heavens.		Shakespeare—*Merchant of Venice*, and Bacon—*Essays*—Of Great Place: Of Boldness: Of Seditions and Troubles: Of Empire: Of Delays: Of Despatch: Of Expense: Of the true Greatness of Kingdoms and Estates: Of Regimen of Health: Of Suspicion: Of Plantations: Of Fortune: Of Beauty: Of Followers and Friends: Of Ceremonies and Respects.
ARITHMETIC . . .	*100	Simple and Compound Rules, Measures and Multiples, Vulgar and Decimal Fractions, Proportion (Simple and Compound), with a knowledge of the "unit method," Practice, Simple Interest, Discount, Stocks, Profit and Loss, Square Root. Reasons of the Different Rules.	*100	(a) As in Col. 1, with Averages, Percentages, Proportional Parts, Partnership (Fellowship), Exchange, Cube Root, Progressions. A knowledge of the theory of the subject will be required. (b) To state and explain the methods of mental calculation.	*100	(a) As in Col. 2, with Alligation, Chain Rule, Annuities, Equation of Payments, Continued Fractions, Systems of Notation, Logarithms. A knowledge of the theory of the subject will be required. (b) As in Col. 2.
ALGEBRA. . . . (Optional for Females).	80	Elementary Rules, G.C.M., L.C.M., Fractions, Extraction of Square Root, Simple Equations of one or two unknown quantities, and problems leading to them. Simple Factors and easy Quadratic Equations.	100	As in Col. 1, with Simultaneous Equations, Quadratic Equations and problems producing them, Surds, Ratio, Proportion, and Variation.	100	As in Cols. 1 and 2, with Progressions, Theory of Fractional and Negative Indices and The Binomial Theorem.
GEOMETRY . (Optional for Females).	170	Euclid, Books I. and II., with easy deductions from the Propositions.	170	As in Col. 1, with Euclid, Books III. and IV., and easy deductions.	170	As in Cols. 1 and 2, with Euclid, Book VI., the definitions of Book V., and easy deductions.

MENSURATION. (Optional for Females).	30	Mensuration of rectilineal figures.	30	Mensuration of the Circle and its sub-divisions.	30	As in Cols. 1 and 2, with surfaces and solid contents of the principal Solids.
BOOK-KEEPING. (Optional for Females in Col. 1.)	40	General Course, not including Commission and Company Accounts.	40	General Course; including Commission and Company Accounts.	40	Same course (optional for those who have passed in Col. 2, with not less than 60 per cent. of marks).
AGRICULTURE. (Optional for Females.)	50	Theories of Cultivation. Description of Farm Crops, including Grasses, Cultivation of Crops. Management of Pastures and Meadows; Cottage Gardening, Farm Live Stock; care of do.; Dairying	50	As in Col. 1. Description and Use of Farm Implements. Theory of Cropping; Rotations. Manuring. Various kinds of Manures and their mode of application.	50	As in Cols. 1 and 2, with Soils their formation and character. Drainage of Land. Reclamation and Irrigation Works; Fences; Farm Buildings. Diseases of Farm Crops. Insect Pests.
THEORY OF METHOD	50	Notes of Lessons. Method of teaching the ordinary school subjects, with Methods and Principles of Infant school teaching and discipline.	100	(a) The general principles of teaching, and the intelligent application of these principles to the teaching of the elementary subjects. Notes of Lessons on elementary subjects with full explanation of the proper method of using these notes. (b) For women only :— *Kindergarten.*—To exhibit a clear comprehension of the principles underlying the system of Gifts and the relation of the Gifts to one another	100	As in Col. 2, with (a) Order of development of mental faculties; Training of Intellectual Senses, (Sight, Touch, Hearing) and of Memory, Imagination, Judgment, and Reasoning, with their relation to School Work. Formation of habits and character. Laws of Health in relation to the School. Notes of Lessons. Methods of Organising and conducting an Elementary School. (b) For women only :— *Kindergarten*—theory and practice.

* Female Candidates will not be examined in Square Root at first examination, nor in Cube Root, Progression, Alligation, Annuities, Continued Fractions, Systems of Notation, or Logarithms, at subsequent ones.

† 42 marks will be given for Knowledge of the Propositions alone, 28 marks for the Deductions.

Appendix.

Section III., XX.

Revised Programme—Teachers and Queen's Scholars.

Subject.	Marks.	(1.)	Marks.	(2.)	Marks.	(3.)
PRACTICE OF TEACHING, &c. (Examination will be Oral.)	*50	(a) Test Lesson to be given in Inspector's presence. (b) Knowledge of the Commissioners' Rules required to be suspended in the Schoolrooms, and of the method of keeping the Report Book, Roll Book, and School Register.	*100	(a) Test Lessons to be given in Inspector's presence. (b) As in Col. 1.	100	(a) Test Lessons as before. (b) To set classes to work at any division of the Time Table selected by Inspector.
DRAWING. (Optional for the present in Col. 1.)	50	Freehand or Mechanical.	50	Freehand, or Object (in outline) or Mechanical.	50	Freehand, or Object (shaded) or Mechanical.
NEEDLEWORK (Females.)	100	*Sewing* (40).—Hemming, Running, Top-sewing, Stitching, Button-holes, Sewing on of Gathers. Patching. *Knitting* (30).—Knitting of Socks, Darning. *Cutting-out and Dressmaking* (40).—Man's Shirt, Girl's Pinafore, Girl's Chemise. Bodice for Grown Person with long sleeves—plain gored Skirt.	100	*Sewing* (40).—As in Col. 1, with higher standard of work; to prepare and set in a Gusset as for Man's Shirt. *Knitting* (30).—Grown Person's Stocking with Thickened heel. Darning as in Col. 1, with higher proficiency. Grafting. *Cutting-out and Dressmaking* (40).—Man's Shirt. Infant's First Shirt. Girl's Overall, with Yoke and Sleeves. Bodice and Skirt for Grown Person, cut by System. Measurements to be given in the case of a Shirt, Bodice, or Skirt.	100	*Sewing* (40).—As in Col. 2, with higher standard of work. Whip-stitch. Straight and Zig-zag Featherstitch. *Knitting* (30).—As in Col. 2, with Fancy Knitting and Crochet; the working of a Shawl, Cap, Petticoat, Baby's Boot, Child's Jacket, and Vest for Grown Person. *Cutting-out and Dressmaking* (40).—Nightdress for Grown Person. Baby's plain Day-Gown, Baby's Barrow-Coat. Cutting-out, by System, of Dress-Bodice, Sleeves, and Skirt. Measurements to be given as in Col. 2.

VOCAL MUSIC— (Optional). *Theory.*	25	*Staff Notation*.—Treble Staves, Major Scales and Key Signatures, Diatonic Intervals, Simple Time Signatures, Transcription from one Time to another, Easy Transposition, Musical Terms.	25	*Staff Notation*.—The Treble and Bass Staves; Major Scales and Key Signatures, Diatonic Intervals, Simple Times, Time Signatures, Transcription from one Time to another, Musical Terms in common use, Easy Transposition.	25	*Staff Notation*.—Notation, Treble and Bass Staves, Major and Minor Scales, Key Signatures, Diatonic and Chromatic Intervals, Time Signatures, Simple and Compound Times, Transcription from one Time to another, Musical Terms in common use, Transposition, Compass and Training of Voices, General Method of Teaching Vocal Music in Schools.
		or		*or*		*or*
		Tonic Sol-Fa.—The Common Scale, its Chordal Structure, Mental Effects, Diatonic Intervals, Pitch of Keys, Two, Three, and Four-pulse Measures, Simple Time Names, Musical Terms.		*Tonic Sol-Fa*.—The Common Scale, its Chordal Structure, Mental Effects, Diatonic Intervals, The Standard Scale of Pitch, Octave Marks, Pitch of Keys, The various kinds of Measures, Accents and Divisions of Pulses, Time Names, Musical Terms in common use.		*Tonic Sol-Fa*.—The Common Scale, its Chordal and Vibrational Structure, Mental Effects, Chromatic Tones, Diatonic and Chromatic Intervals, Transition, Bridge Notes and Distinguishing Tones, the Major and Minor Modes, the Measures in common use, Accents and Divisions of Pulses, Time Names, Compass and Training of Voices, General Teaching of the Tonic Sol-Fa Method, also Translation from the Staff into the Tonic Sol-Fa Notation, and from the Tonic Sol-Fa into the Staff Notation.
Practical Test,† .	25	*Staff Notation*.—To Sol-fa an easy exercise from Examiner's pointing on a blank Staff.	25	*Staff Notation*.—Each Candidate will be tested in (1) Reading in Time, (2) Solfaing from Examiner's pointing on a blank Staff, (3) Singing at Sight, (4) taking down the Notes of an easy Ear Test.	25	*Staff Notation*.—Each Candidate will be tested in (1) Solfaing and Singing to words any one of six previously prepared School Songs, (2) Reading in Time, (3) Solfaing from Examiner's pointing on a blank Staff, (4) Singing at Sight, (5) taking down the notes of an Ear Test.
		or		*or*		*or*

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* Candidates for entrance to a Training College who are not Monitors or Pupil Teachers are not liable to this test. The test will be applied to Monitors and Pupil Teachers, and to ordinary Teachers at the Inspection next preceding the Examination which they are to attend, and to Queen's Scholars in their respective Colleges as at present.

† This test will be applied during the Examination week, if not previously given.

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ppendix.

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XX.

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Teachers
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Subject.	Marks.	(1.)	Marks.	(2.)	Marks.	(3.)
VOCAL MUSIC—*Practical Test*—*continued.*		*Tonic Sol-Fa*:—To Sol-fa an easy exercise from Examiner's pointing on the Modulator.		*Tonic Sol-Fa.*—Each Candidate will be tested in (1) Reading in Time; (2) Solfaing from Examiner's pointing on the Modulator simple passages without Transition; (3) Singing at Sight; (4) Taking down the Notes of an Ear Test.		*Tonic Sol-Fa.*—Each Candidate will be tested in (1) Solfaing while pointing from memory on the Modulator any one of six previously prepared School Songs; (2) Reading in Time; (3) Solfaing from Examiner's pointing on the Modulator passages, including Transitions of one remove, also easy phrases in the Minor Mode; (4) Singing at Sight; (5) Taking down the notes of an Ear Test.
LATIN.[*] (Optional.)	30	Cæsar, *De Bello Gallico*, Book I. Grammar. Easy sentences for translation from and into Latin.	30	Nepos, *Vitæ* (Farnell's selections). Latin Elegiac Poets (Dowdall's selections). Grammar. Easy passages for translation from and into Latin.	50	Cicero, *De Senectute* and *De Amicitia*. Virgil, *Æneid*, Book I. Grammar. Passages for translation from and into Latin.
FRENCH.[*] (Optional.)	50	De Maistre, *La Jeune Sibérienne*. Grammar. Easy sentences for translation from and into French.	50	Lamartine, *Christoph. Colomb.* Grammar. Easy passages for translation from and into French.	50	De Witt, *Derrière les Haies*. Racine *Esther*. Grammar. Passages for translation from and into French.
IRISH.[*] (Optional.)	50	*Tóruidheacht Dhiarmuda agus Gráinne*, Part I. (Society for the Preservation of the Irish Language.) *Irish Phrase Book* (Rev. R. Hogan, S.J.), pp. 1-40. Grammar. Easy sentences for translation from and into Irish.	60	*Tóruidheacht Dhiarmuda agus Gráinne* Part II. *Irish Phrase Book*, to end. Grammar. Easy passages for translation from and into Irish.	60	*Forus Feasa air Eirinn*, Book I., Part I. (Gaelic Union publications.) *The Fate of the Children of Lir.* (Society for the preservation of the Irish Language.) Grammar. Passages for translation from and into Irish.

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HISTORY OF GREAT BRITAIN AND OF IRELAND. (Optional.)	50	General outline of the History of Great Britain and of Ireland.	50	History of Great Britain and of Ireland, from the Accession of William III. to the recognition of American Independence, 1783.	50	History of Great Britain and of Ireland, from the Accession of Elizabeth to the Revolution of 1688.
TRIGONOMETRY. (Optional.) *	50	Measurement of Angles; Trigonometrical Functions of an angle; Application of Algebraical Signs. Elementary Formulæ.	50	As in Col. 1, with Trigonometrical Functions, and Formulæ for the Sum and Difference of Two Angles, Solution of Right-angled Triangles.	50	As in Col. 2, with use of Logarithms and Trigonometrical Tables. Solution of Oblique-angled Triangles. Measurement of Heights and Distances.
MANUAL TRAINING. (Males.) (Optional.)		—	50	The general principles and objects of Sloyd, Elementary Kindergarten. Practical acquaintance with the Tools and Workshop appliances used in Woodwork.	50	Exercises in the use of Woodwork Tools. Working Drawings of Simple Articles for Models. Working of the Models from the Designs.
DOMESTIC ECONOMY AND HYGIENE, &c. (Optional.)	50	Air; Digestion; The Vital Organs; Cleanliness; Clothing; Health and Sickness, and Remedies; Infectious Diseases; Nursing the Sick; Household Work; Earning and Saving; Social and Moral Life.	50	Previous course, with Food, its Composition and Treatment. Different Kinds of Food, Meat Fish. Economical and Medical Foods, Farinaceous Foods, Vegetables, Fruits, Drinks (intoxicating and non-intoxicating), Special Dietaries, Sick Room Cookery.	50	Previous courses, with 'The House'; Tenancies, Ventilation, Drainage, Water Supply; Artificial Light and Heat; House Cleaning; Sitting-rooms, Bedrooms, Laundry, Kitchen; Window gardening.
PRACTICAL COOKERY. (Optional.)		—	50	Preparation of plain Soups, Meats, and Fish; Re-cooking of Cold Meats, &c.; Preparing plain Sauces, Vegetables, Eggs, and Salads; Making of Bread and Cakes; Invalid Cookery, Preserves, Sundries.	50	As before, with a higher standard of Cookery.

* An Oral Test will be included in these Examinations, for which 10 marks out of the total 50 will be allowed.

Appendix

Section III.

XX.

Revised Programme—Teachers and Queen's Scholars.

Subject.	Marks.	(1.)	Marks.	(2.)	Marks.	(3.)
*ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS. (Optional.)	60	"Science and Art" Examination (Elementary Stage).*	60	"Science and Art" Examination (Elementary or Advanced Stage)*	60	"Science and Art" Examination (Advanced Stage).*
*MAGNETISM AND ELECTRICITY. (Optional.)	60	Ditto.	60	Ditto.	60	Ditto.
*INORGANIC CHEMISTRY. (Optional.)	60	Ditto.	60	Ditto.	60	Ditto.
*BOTANY. (Optional.)	60	Ditto.	60	Ditto.	60	Ditto.
*SOUND, LIGHT, AND HEAT. (Optional.)	60	Ditto.	60	Ditto.	60	Ditto.
*PHYSIOGRAPHY. (Optional.)	60	Ditto.	60	Ditto.	60	Ditto.

* Candidates taking any of the above Subjects must have been examined previously by the Science and Art Department. If examined before 1895 the Certificate then given by the Department must be produced.

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Appendix.

Section III, XX.

Revised Programme—Special course for I^{1}.

SPECIAL COURSE OF EXAMINATION FOR FIRST DIVISION OF FIRST CLASS.

Marks.

150 (I.) SCIENCE OF EDUCATION. School Organization and Methods; Knowledge of the Laws of Mental Development, with special reference to their bearing on the Principles of Teaching.

(II.) ENGLISH LANGUAGE AND LITERATURE.

50 (*a.*) English Language. [Meiklejohn's *Book of the English Language*,—Stewart's Local Examination Series];

70 (*b.*) English Literature. [Shaw's *English Literature* in the "Student's" Series, or Arnold's *Manual of English Literature*];

30 (*c.*) Shakespeare, *King John*,

100 (*d.*) An Essay on a proposed subject.

200 each (III.) LANGUAGES, SCIENCE, &c. Any one of the following numbered Sections:—(1) Latin; (2) French; (3) German; (4) Irish; (5) Mathematics; (6) Mathematical Physics (7) Experimental Physics, (8) Chemistry; (9) Physiology; (10) Geology (including Mineralogy and Physical Geography); (11) Botany and Zoology; (12) History (including Civil and Constitutional History).

The courses in the subjects of Part III. except History (12), will be those laid down in the same subjects for B.A. Pass Examination in the Royal University, including the practical examination in Physics, Chemistry, Geology, and Botany and Zoology, but omitting the Differential and Integral Calculus in Section (5).

The course in History will be the B.A. Honours' course in this Subject in the Royal University, omitting the History of France and Germany and the Special Authors described in connexion with those Histories.

Candidates must obtain at least 50 per cent. of the total marks assigned to the examination, and they must obtain at least 20 per cent. in each of the following:—Science of Education; English Language; English Literature; A play of Shakespeare; An Essay; Any one of the sub-divisions named in Section III.

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Appendix.

Section III., XX.

Revised Programme – Supplementary Regulations.

SUPPLEMENTARY REGULATIONS.

(1.) The qualification of being "Trained Teachers" as a condition of admission to First Class, is fulfilled by Queen's Scholars on passing the required Examination in Column 3 of the New Programme at the end of their Course.

(2.) The regulations for attaining the First Division of First Class in the New Programme are applicable to all Teachers, trained or untrained, who are already in the Second Division of First Class.

(3.) An Examination will be held at Christmas, 1897, for one year's Queen's Scholars who intend to take A² or A¹ Papers (Old Programme), in July, 1898.

(4.) Queen's Scholars taking the One Year's Course, already in Second Class (under old system), cannot be allowed to drop Geography or Book-keeping, when examined at the end of the Course in Column 3 of the New Programme.

(5.) It is not necessary for a Candidate taking up an Optional Subject in one year, to take up the same subject again in a succeeding year.

(6.) In 1898, but not subsequently, Certificates in optional subjects not included in the New Programme may be obtained on the conditions hitherto in force.

(7.) The percentages of answering at the Examination will be estimated in all cases with reference to the total marks obtainable in the subjects taken up.

(8.) By "Mechanical Drawing" in the New Programme is meant Drawing with the aid of instruments, as opposed to "Freehand Drawing." It includes Elementary Geometrical Drawing.

(9.) Candidates for First Class "qualified under Rule 195" are those:—

(*a.*) Who have given due notice to the Inspector of their desire to attend the Examination, and have been recommended by him;

(*b.*) Who have incurred no severe censure within two years preceding the Annual Examination; and

(*c.*) Who have given service for at least one year in the First Division of Second Class.

N.B.—In the case of Queen's Scholars conditions (*a.*) and (*b.*) will be considered as fulfilled if they have given efficient service for the two years immediately preceding their admission to training.

(10.) Candidates "exempted under Rule 198" from the obligation of being trained as a condition of Promotion to First Class are those who were in the service prior to 1st August, 1887, and were at that date:—

(*a.*) Twenty-five years of age or upwards; or

(*b.*) Under twenty-five years of age, and married.

(11.) The term "Teachers" in the New Programme includes both Principals and Assistants.

(12.) Pupil Teachers who are Candidates for training at the end of their Second Year's Course may be admitted to the Training Colleges on the Examination passed at Easter for their first year.

(13.) Highly efficient service as an Assistant, if proved to the satisfaction of the Board, will count for promotion to either division of First Class.

(14.) The possession of the Board's Certificates in Extra or Optional Branches will not exempt Teachers from re-examination in such of those subjects as they may take for classification or promotion.

(15.) Excepting Vocal Music and Manual Training, for which special arrangements are necessary, at least 50 per cent. of the total marks for any Optional Subject must be obtained in Column 3 to warrant recognition of competency to teach that subject

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Appendix.

Section III, XX.

Revised Programme—Supplementary Regulations.

(16.) For the certificate of competency to teach Vocal Music, 40 per cent. must be obtained on the written part of the examination, and 60 per cent. on the oral part, in Column 8.

(17.) For the certificate in Manual Training, the requirements will be 40 per cent. in the written examination, and 60 per cent. in the practical test in Column 8.

(18.) In the case of Drawing, if two sections be taken, 40 per cent. in each will be accepted. If the three sections be taken, 30 per cent. in each will be accepted, and in this case a full certificate will be granted.

(19.) For the Certificate in Kindergarten a special paper will be set; and the requirements will be—40 per cent. in the written examination and 60 per cent. in the practical test.

(20.) Certificates in Instrumental Music will be granted to Candidates who obtain at least 60 per cent. of the marks in their practical examination.

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APPENDIX

TO THE

SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1897-8.

SECTION IV.

Agriculture.

FOR TABLE OF CONTENTS, SEE INSIDE.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
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APPENDIX TO THE SIXTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR, 1897-8.

SECTION IV.—AGRICULTURE.

CONTENTS.

	Page
(1.) Agricultural Institutions under the Exclusive Management of the Board,	3
(2.) Agricultural Schools (School Farms attached) under Local Management,	3
(3.) School Gardens attached to National Schools,	4
(4.) General Report on the Agricultural Department by Mr. Carroll, M.R.I.A., Agricultural Superintendent,	7
(5.) Balance Sheets of the Albert and Munster Model Farms,	12
(6.) Remarks on Itinerant Dairy Instruction by Mr. Carroll, M.R.I.A., Agricultural Superintendent,	14
(7.) Report by Miss Dundon, Dairy Instructress,	16
(8.) Report by Mr. Poole Wilson, Dairy Instructor,	18
(9.) Report by Mr. Latmark, Dairy Instructor,	26
(10.) Circular as to Potato Blight,	28
(11.) Tables of Experiments,	32
(12.) Syllabus of Annual Lectures,	37
(13.) Abstract of Reports of Teachers in charge of School Farms, on Potato Culture,	46

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SECTION IV.

AGRICULTURE.

Appendix.
Section IV
(1.)
Agricultural Institutions.

(1.)—AGRICULTURAL INSTITUTIONS under the exclusive MANAGEMENT of BOARD.

County.	Name.	Post Town.	Area of Farm.
			A. R. P.
Dublin, . .	Albert Agricultural Training Institution and Model Farm, . . .	Glasnevin, .	178 3 24
Cork, . .	Munster Dairy School and Agricultural Institute, ...	Cork, . .	126 3 17

Section IV.
(2.)
School Farms.

(2.)—AGRICULTURAL SCHOOLS (SCHOOL FARMS attached) under LOCAL MANAGEMENT.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.
						A. R. P.
1	Armagh, .	16	4271	Taniokey, .	Poyntzpass, . . .	7 0 30
2	Ditto, .	19	4325	Drumbaeagher,	Ditto, . . .	4 0 20
3	Ditto, .	16	12430	Cormeen, .	Killylea, . . .	9 3 20
4	Cavan, . .	13	6907	Monragh, .	Blacklion, . . .	13 0 0
5	Donegal, .	5	9660	Barnesmore, .	Donegal, . . .	3 2 0
6	Ditto, .	1	4705	Dunlewey, .	Derrybeg, . . .	13 0 0
7	Fermanagh, .	13	3861	Carrick, .	Lisbellaw, Enniskillen, .	27 2 5
8	Londonderry,	2	9955	Park, . .	Park, Derry, . . .	11 0 13
9	Monaghan, .	18	6821	Cormeen, .	Monaghan, . . .	48 2 20
10	Ditto,	–	7300	Barratitoppy, .	Scotstown, . . .	12 3 10
11	Tyrone, .	15	10178	Benburb, . .	Benburb, Moy, . .	4 3 5
12	Ditto. .	-	9286	Parkanaur, .	Dungannon, . . .	18 0 0
13	Ditto, .	6	9408	Clare, . .	Castlederg. . . .	28 1 30
14	Clare, . .	51	448	Parteen, . .	Limerick, . . .	2 1 10
15	Ditto, .	42	10886	Tubber, . .	Tubber, Gort, . . .	18 3 35
16	Ditto, .	45	8241	Scropul, . .	Mullough, Miltown-Malbay	10 0 0
17	Cork, . .	59	5700	Clonkeen, .	Leap, ...	27 0 0
18	Ditto, .	–	10703	St. Edmund's, .	Dunmanway, . . .	5 3 20
19	Kerry, . .	57	7813	Dirreendarragh,	Kenmare, . . .	5 2 0
20	Ditto, .	58	6091	Lansdowne, .	Ditto, . . .	7 0 0
21	Ditto, .	57	8251	Sneem, . .	Sneem, . . .	7 2 0
22	Ditto, .	–	8349	Ballinskelligs, .	Cahersiveen, . . .	11 0 0
23	Ditto, .	58	11748	Glanmore, .	Kenmare, . . .	8 0 0

Appendix. Section IV. (2.)

School Farms.

(2.)—Agricultural Schools (School Farms attached) under Local Management—*continued.*

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm. A. R. P.
24	Limerick,	52	4167	Killacolla,	Bruree,	16 0 0
25	Tipperary,	51	7350	Skehoonarinky,	Mitchelstown,	5 1 14
26	Waterford,	49	1830	Mullinahorna,	Dungarvan,	5 2 39
27	Ditto,	48	1710	Glengarrah,	Lismore,	22 3 15
28	Carlow,	17	5803	Garryhill,	Bagnalstown,	11 2 30
29	Kilkenny,	49	13410	Clonmore,	Piltown,	8 0 0
30	Ditto,	53	6109	Piltown,	Ditto,	7 1 20
31	Ditto,	49	5251	Woodstock,	Inistioge,	8 2 30
32	Westmeath,	33	931	Ballinvally,	Delvin,	6 2 0
33	Galway,	27	13559	Ballyroe,	Williamstown, Castlerea,	9 1 0
34	Mayo,	20	13793	Carragorra,	Knockmore, Foxford,	10 3 33
35	Ditto,		11141	Killasser,	Swinford,	7 1 7
36	Ditto,	21	1112	Doocastle,	Bunninadden, Ballymote,	3 0 18
37	Ditto,	–	10085	Kinaffe,	Swinford,	5 0 0
38	Ditto,	32	5120	Lehinch,	Hollymount, Mayo,	7 3 0
39	Ditto,	20	5238	Lisaniska,	Knockmore, Foxford,	8 0 0
40	Ditto,	–	6342	Carrowmore Palmer,	Rathlackan, Ballina,	3 1 0
41	Ditto,		11920	Callow,	Foxford,	1 2 19
42	Ditto,	21	12520	Newtownbrowne	Kiltimagh,	1 2 23
43	Roscommon,	28	10210	North Yard,	Strokestown,	5 1 0
44	Ditto,	27	12961	Ballymurray,	Ballymurray, Roscommon,	20 0 0
45	Sligo,	12	9669	Doonflin,	Skreen, Sligo,	3 0 0
46	Ditto,	20	4106	Kilrusheiter,	Templeboy, Ballisodare,	11 1 38
47	Ditto,	12	10473	Calry,	Hurn, Sligo,	1 3 0
48	Ditto,	–	3138	Ballineatranta,	Dromard, Ballisodare,	9 3 25

Section IV. (3.)

School Gardens.

(3.) School Gardens attached to National Schools.

No.	County.	Dist No.	Roll No.	School.	Post Town.
1	Antrim,	8A	14563	M'Kenna Memorial,	Larne.
2	Armagh,	16	9271	Lisdrumchor,	Markethill.
3	Ditto,	–	13301	Glenanne,	Glenanne.
4	Ditto,	–	13813	Tynan,	Tynan.
5	Ditto,	–	4960	Poyntzpass,	Poyntzpass.
6	Ditto,	11	10719	Ardmore,	Lurgan.
7	Cavan,	23	12064	Cloncovid,	Loughduff.
8	Ditto,	–	11031	Ballyhaise, Upper,	Ballyhaise.
9	Ditto,	–	11590	Arva (2),	Arva.
10	Ditto,	–	13458	Larah,	Stradone.

Appendix.
Section IV.
(3.)
School Gardens.

(3.)—School Gardens attached to National Schools—*continued.*

No.	County.	Dist. No.	Roll No.	School.	Post Town.
11	Cavan, . .	24	7142	Doocarrick, . .	Cootehill.
12	Ditto, . .	–	9313	Derrydamph, . .	Canningstown, Bailieborough
13	Ditto, . .	–	12312	Darley, . .	Cootehill.
14	Ditto, . .	20	13203	St. Patrick's, . .	Gowna.
15	Donegal, . .	6	5230	Convoy, . . .	Convoy, Raphoe.
16	Ditto, . .	–	9035	Drumbeg, . .	Strabane.
17	Down, . .	11	80	Magheraberry, .	Moira.
18	Ditto, . .	–	11618	Brookfield, . .	Do.
19	Ditto, . .	–	12891	Maralin Village, .	Maralin.
20	Ditto, . .	19	6642	Windsor Hill, .	Newry.
21	Ditto, . .	–	13601	Glenloughan, . .	Kilkeel.
22	Fermanagh, . .	13	9071	Enniskillen Model, .	Enniskillen.
23	Ditto, . .	–	10840	Tempo, . . .	Tempo.
24	Londonderry, .	2	9711	Balloughry, . .	Londonderry.
25	Ditto, . .	2A	7908	Myroe, . . .	Do.
26	Ditto, . .	–	10803	Carnmoney, . .	Do.
27	Ditto, . .	3	8531	Articlave, . .	Coleraine.
28	Ditto, . .	–	3750	Bohill, . . .	Do.
29	Ditto, . .	–	12391	Rallagh, . . .	Dungiven.
30	Ditto, . .	7	2606	Ballynenagh, . .	Moneymore.
31	Ditto, . .	–	11607	Ballinderry, . .	Do.
32	Monaghan, . .	18	5796	Urcher, . . .	Monaghan.
33	Ditto, . .	–	10574	Ballibay, . .	Ballibay.
34	Ditto, . .	23	10934	Roran, . . .	Drimmully, Clones.
35	Ditto, . .	24	9015	Sreenty, . . .	Shantonagh.
36	Tyrone, . .	6	9868	Loughash, . .	Gortin.
37	Ditto, . .	–	11825	Garvagh, . .	Do.
38	Ditto, . .	–	14918	Abercorn, . .	Strabane.
39	Ditto, . .	14	4719	Aughadarragh, .	Augher.
40	Ditto, . .	15	12528	Castlecaulfield, .	Castlecaulfield.
41	Clare, . . .	45	10568	Querrin, . .	Kilrush.
42	Cork, . .	56	1867	Castlelyons, . .	Fermoy.
43	Ditto, . .	58	5567	Adrigole, . .	Bantry.
44	Ditto, . .	59	1274	Rosscarbery Convent,	Rosscarbery.
45	Ditto, . .	–	8430	Skibbereen Convent,	Skibbereen.
46	Ditto, . .	60	3447	Laragh, . .	Bandon.
47	Ditto, . .	60A	12676	Clogheen, . .	Cathedral, Cork.
48	Kerry, . .	39	7660	Beale, . . .	Ballybunion.
49	Ditto, . .	57	4463	Masterguiby, . .	Waterville.
50	Ditto, . .	–	9806	Cahersivane, . .	Do.
51	Ditto, . .	–	10045	Lohar, . . .	Do.
52	Ditto, . .	–	11313	Portmagee, . .	Portmagee, Valencia Island.
53	Ditto, . .	53	1399	Dauros, . .	Kenmare.
54	Limerick, . .	39	10039	Springmount, . .	Abbeyfeale.
55	Ditto, . .	46	12134	Glenosheen, . .	Kilfinane.
56	Ditto, . .	–	14231	Nicker, . . .	Pallasgreen.
57	Ditto, . .	52	7222	Banogue, . .	Croom.
58	Ditto, . .	–	11422	Mahoonagh, . .	Newcastle West.
59	Tipperary, . .	36	3414	Roscrea P.L.U., .	Roscrea.
60	Ditto, . .	43	4075	Moyglass, . .	Killenaule.
61	Ditto, . .	–	4924	Noan, . . .	Thurles.
62	Ditto, . .	–	14871	Castleotway, . .	Templederry, Templemore.

Appendix.
Section IV.
(3.)
School Gardens.

(3.)—School Gardens attached to National Schools—*continued.*

No.	County.	Dist. No.	Roll No.	School.	Post Town.
63	Tipperary, . .	46	13047	Hollyford, . .	Hollyford, Tipperary.
64	Ditto, . .	53	596	Kilcash, . . .	Clonmel.
65	Ditto, . .		1559	Newtown Anner, .	Do.
66	Waterford, . .	49	13020	Stradbally Convent,	Stradbally, co. Waterford.
67	Carlow, . .	11	13508	Clonmore, . .	Hacketstown.
68	Ditto, . .	47	11317	Kilgreany, . .	Bagenalstown.
69	Dublin, . .	30	4680	Portrane, . .	Donabate.
70	Ditto, . .	-	11083	St. Andrew's, . .	Malahide.
71	Ditto, . .	30A	13447	Lucan Convent, .	Lucan.
72	Kildare, . .	37	13962	Hewitstown, . .	Clane.
73	Ditto, . .	41	12063	Calverstown, . .	Kilcullen.
74	Kilkenny, . .	49	11492	Inistioge (2), . .	Thomastown.
75	Ditto, . .	-	11107	Kilmacow, . .	Kilmacow.
76	King's, . .	36	5913	Frankford Convent,	Frankford.
77	Ditto, . .		11261	St. Kieran's, . .	Clareen, Parsonstown.
78	Ditto, . .	41	8063	Ballycowan, . .	Tullamore.
79	Ditto, . .	-	14583	St. Bridget's, . .	Do.
80	Longford, . .	28	1420	Clonee, . .	Granard.
81	Ditto, . .	-	14220	St. Columbkill's, .	Aughnacliffe, Granard.
82	Queen's, . .	41	10753	Maryborough Parl.,	Maryborough.
83	Westmeath, . .	33	14603	Rochfort Bridge Convent, . .	Rochfort Bridge.
84	Wexford, . .	50	13999	Kilnamanagh, . .	Gorey.
85	Wicklow, . .	40	1119	Cuttlestown, . .	Enniskerry.
86	Ditto, . .	-	2276	Arklow, . .	Arklow.
87	Ditto, . .	-	11353	Enniskerry, . .	Enniskerry.
88	Galway, . .	27	10706	Farm, . . .	Ballymoe.
89	Ditto, . .	32	11919	Milltown, . .	Milltown, Tuam.
90	Ditto, . .	-	12527	Mount Delvin, .	Cloonfad, Ballyhaunis.
91	Ditto, . .	-	13659	Bekan, . . .	Ballyhaunis.
92	Ditto, . .	-	14218	Larganboy, . .	Do.
93	Ditto, . .	42	9773	Loughcutra, . .	Loughcutra, Gort.
94	Mayo, . .	29	9576	Crossmolina, . .	Crossmolina.
95	Ditto, . .	26	1411	Aglish, . .	Castlebar.
96	Sligo, . . .	12	3337	Tubbervanane, .	Skreen.
97	Ditto, . .	22	1114	Cloonlough, . .	Ballinafad.
98	Ditto, . .		3767	Cloonloo, . .	Boyle.
99	Ditto, . .	-	8013	Coolbock, . .	Riverstown.
100	Ditto, . .	-	13844	Cloghogue, . .	Ballinafad.
101	Ditto, . .	-	12767	Cloonloo, . .	Boyle.

(4.)—GENERAL REPORT on the AGRICULTURAL DEPARTMENT by Mr. CARROLL, M.R.I.A., Agricultural Superintendent.

Albert Farm,
Glasnevin.

GENTLEMEN.—I beg to submit my report upon the Agricultural Department for 1897.

Progress in agricultural instruction.

I. The progress of the department in its various branches has been satisfactory. I have pleasure in reporting that very useful work has been accomplished during the year, and that arrangements have been made by which the work of the Agricultural Department of the Commissioners will, in future years, prove still more serviceable than in the the past, to the material interests of the agricultural classes in Ireland.

The new text-book.

In my report of last year I stated that the text-book on agriculture had been revised and adopted for use in National schools where agriculture was taught. As might be expected, considerable criticism was accorded the revised book. Comments, some adverse, and others favourable as to its suitability for young people reached me. On the whole, I consider that the book has been well received, and that when teachers become thoroughly acquainted with its subject matter, they will find that the course of instruction which it requires is sufficiently easy. Pupils will obtain a more intelligent knowledge of the subject, and the examinations to test the knowledge of the pupils therein will have increased interest for those who conduct them. This result may be anticipated from the introduction of more scientific matter of thoroughly practical import, and the elimination of portions of the book which were of more purely technical character, and often related to local rather than general practices.

In order that any text-book may be of lasting benefit to the pupils, it must be taught by the living voice, and with the awakening influences of the teacher explaining and illustrating the matter of the book. Mere paraphrasing or catechetical questioning is not the method of teaching that should be encouraged in regard to agriculture, which, perhaps, more than any other of the school subjects, invites exposition and object lessons.

Attendance of teachers at Model Farm.

II. The attendances of teachers of National schools at the Special Agricultural Sessions provided for them at the Albert Institution have been satisfactory. I have suggested for the consideration of the Commissioners a project whereby the usefulness of these sessions may be increased. This project contemplates systematizing on an improved method the science teaching of those sessions. It is proposed that each of the professors in Agricultural Chemistry, Veterinary Science, Natural History, and Botany, shall deliver short courses of lectures to the school teachers during the Special Agricultural Session. That each course shall be complete in itself, and that suitable text-books shall be available for use, in order that the teachers under instruction may derive the fullest benefit from the instruction thus given. I hope that the science teaching, limited though it must necessarily be, may have the effect of inducing such teachers as come under its influence to continue their studies when they leave the institution. Should they do so, their methods of teaching agriculture in the school will assuredly be improved; and even in the case of adults in their several localities, many will be led by the influence of the teachers to take a more intelligent interest in improved farming than they have hitherto done.

Appendix.
Section IV.
(4.)
General Report.
Agricultural Superintendent.

National schools with small farms.

III. The agricultural schools have not increased numerically, but I have much pleasure in reporting that there is improvement noticeable in the teaching, both in theory and practice, and in the management of the small farms attached to the schools.

Experiments at agricultural schools.

I commend to the notice of the Commissioners the readiness with which the teachers of those schools co-operate with the central establishment in carrying out experiments of interest for the progress of agriculture in Ireland. The elaborate returns of experiments on the potato which will be found in this appendix, testify to the teachers' zeal, especially when it is noted that these experiments at the Agricultural schools are carried on without additional fees to the teachers.

Culture of the haricot bean.

IV. In addition to experiments upon potato culture the teachers of agricultural schools have undertaken the cultivation of haricot beans with the object of testing the suitability of districts of the country for the growth of this crop. The haricot bean is grown extensively in countries whose economical conditions are similar to those of Ireland. In former reports I have given my opinion that this crop might be readily introduced as an addition to the products of agriculture in Ireland; and also that if the cultivation of the crop were seconded by instruction in preparing it as food, a really substantial improvement in the diet of the peasantry of Ireland would result.

Flax.

V. The teachers of agricultural schools have also grown plots of flax for the purpose of familiarising their pupils with the character of the product, and with its cultivation, as well as to test the capacity of soils and climates in different districts for the crop.

Reports from the teachers of the agricultural schools.

VI. I desire to notice for the consideration of the Commissioners, the readiness with which teachers of agricultural schools have throughout the year furnished reports upon the treatment and yield of these crops, and the prospects under the conditions of the climate, &c. Circumstances affecting agriculture in the neighbourhood of their respective schools have been recorded in many instances with considerable care. Many of these reports contain matter of much interest to Irish agriculturists, and must have considerable interest for the Agricultural Committee of the Board to which they are presented at its monthly meetings.

School gardens.

VII. The school gardens continue to increase, and I have reason to hope that with increased knowledge of the principles and maxims of gardening and its cognate branches of industry, will gradually develop into an educational branch of considerable importance to the National system.

The encouragement given by the Commissioners to the teaching of cottage gardening to girls has been productive of much interest. Some Convent schools have taken up this branch of industrial instruction, and, moreover, have done so with commendable zeal. I trust that increasing numbers of rural schools for girls will take up a subject that if largely practised by females would be fraught with promise for the social and economic progress of the country.

The Albert Agricultural Institution.

Albert Institution.

VIII. The efficiency of this institution in practical training continues. The students of the different classes that attended during the year were most attentive and diligent. Indeed the general success of the establishment contrasts very favourably with any similar institution with which I am acquainted. A difficulty, however, has existed for many years, and is still felt at the Glasnevin establishment owing

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to the shortness of the period that can be given to each of the various classes that attend the courses of instruction.

Appendix. Section IV. (4.) General Report. Agricultural Superintendent.

The agricultural students' session might, with great advantage, be prolonged from eight months to two years. The session for dairy instruction could also, with benefit to the country, be extended from the present six weeks to six months. Sessions also for National teachers longer than six weeks, if at all practicable, would be a great gain.

That the session courses are now necessarily short, through the paucity of means for training in practical and scientific agriculture in this country, is a subject for regret, inasmuch as students of all classes leave the institution just as they are beginning to take an interest in their work, and when their minds are becoming really receptive of the instruction provided in the institution.

The course of instruction at the Albert Institution has been in character similar to previous sessions.

IX. The professors have arranged for the coming year to supply syllabuses of their courses of lectures for the use of the students. This will be helpful in the studies and will be useful in indicating the courses of reading that should be followed with best advantage. The students are well supplied with books bearing upon the subjects treated in the lectures, and I have much satisfaction in stating that a very large proportion of those who pass through the course of agricultural training derive substantial and lasting benefit from the instruction imparted in the institution.

The attendances during the year were—

(*a.*) Agricultural students	Paying (interns), .	25	
	" (externs), .	1	
	Free by competitive examination, . .	24	
			50
(*b.*) Female Dairy students (resident)	First Session, . .	60	
	Second Session, . .	53	
			113
(*c.*) Queen's Scholars. — From Marlborough-street Training College (non-resident at Albert Institution), ...		120	
From Church of Ireland Training College (non-resident at Albert Institution), . . .		36	
			156
(*d.*) National School Teachers (short course)	First Session, .	4	
	Second Session, .	11	
	Third Session, .	12	
			27
(*e.*) Creamery Managers (short course), .		.	13

X. It is satisfactory to note that in the coming year we shall have at this institution considerable improvements in structural arrangement for more effective teaching and improved hygienic conditions, the Board of Works having undertaken to provide much needed new works, alterations, and appliances.

Appendix.
Section IV. (4.)
General Report.
Agricultural Superintendent.
Munster Institution.

The Munster Dairy School and Agricultural Institute.

XI. Since my last report there has been an uninterrupted period of successful work at this establishment. The school appears to have arrived at a condition when a stereotyped report of successful results might be issued.

The Governors of the institution who are associated with the Commissioners in the management are, however, desirous of still further developing the means of agricultural instruction, and for the same reasons as stated in respect of the Glasnevin establishment, it would be desirable to aid in extending the resources of the Munster Institute.

The congestion at each of the Commissioners' establishments, Glasnevin and Munster, indicates that the period has arrived for developing additional agricultural centres throughout the country. With such an energetic body as the Governors of the Munster Dairy School that co-operates so harmoniously and effectively with the Commissioners, an ancillary agency exists that might be productive, under an extended system, of great results in developing the agricultural resources of the province of Munster.

The number of young men attending the agricultural session from 21st July to 20th December was 19. This is an increase upon the attendances of former years. Five young men who attended this class were admitted by competitive examination to free studentship at the Albert Agricultural Institution, Glasnevin.

The dairy sessions for instruction to young women were attended as follows:—

	Pupils.
First Session from January to March,	37
Second " from March to May,	35
Third " from May to July,	36
The Creamery Managers' Session,	14
Total Number of Students,	122

Dairy Instruction.

Creameries.

XII. The reports of the instructors in this department will be read with interest.

The creamery movement in Ireland is growing in importance. The development within recent years has been phenomenal in the history of industrial enterprise in the country.

The instructors for Creameries have given very marked attention to improving the condition of existing creameries and also to advising on the construction of new ones.

In the early period of creamery work the absence of expert advice was much felt, and in consequence of want of experience and training on the part of managers the creamery movement was considerably impeded. Indeed it was marvellous how much was actually accomplished in the way of establishing creameries when the difficulties of their initiation are considered.

At the present time the facilities afforded by the Government for instruction in the establishment of creameries, and the aid granted through visits from the creamery instructors are of national importance.

Besides, in addition to the itinerant instruction in creamery management, there are facilities afforded at the Glasnevin and Munster Dairy Schools for scientific and practical instruction in creamery work. All the apparatus and appliances necessary for instruction are main-

Appendix. Section IV. (4.) General Report. Agricultural Superintendent.

tained at these establishments. One of the very capable experts in creamery dairying attends during the courses to direct the instruction at the Glasnevin and Munster Schools. The persons who are admitted for instruction at these sessions must have had experience in practical creamery work, or have a prospect of gaining practical experience in creameries. The students are subjected to an examination at the conclusion of the courses, which entitles them to "certificates of attendance," and after a six months' period of successful management in any recognised creamery, when reported on by one of the Board's officers, they may be awarded the Creamery Manager's certificate of efficiency.

Whilst there has been considerable improvement in the management of creameries in Ireland, experience of their working shows that there is still room for much improvement. The persistent attention to details apparently small in themselves, which is so very marked in Scandinavian dairying, is in too many cases ignored in Ireland, with the result that there is considerable variation still noticeable in the quality of Irish butter as it is put upon the market. The great aim of Scandinavian dairymen is to produce butter in enormous quantities of uniform character. There is really very little difference between the butter of one dairy and another in Denmark and Sweden. It would be impossible to separate the casks in a consignment of Danish butter and say so many are from one creamery and so many from another. The organization that advises and practically regulates the dairying industry of Denmark and Sweden has succeeded by advice and direction in bringing about such a uniformity in Scandinavian butter that it is now known only as Danish or Swedish butter. In Ireland attempts have been made to secure markets for "brands." Whilst a few may, by making high-class butter and with a "catching" brand, secure a higher price than their neighbours, their prices would increase considerably if the words *Irish butter* meant thoroughly good butter.

Home dairying.

XIII. Whilst creameries have had considerable attention from the Agricultural Department, home dairying has not been forgotten. The two Dairy Instructresses that are engaged have been very busy in giving instruction in districts in which home dairying is still practised.

The work of these instructresses has been on the whole very successful, when the difficulties often encountered, in the way of introducing improvements or even of awakening interest therein, owing to the backward condition of the districts, is considered.

The Governors of the Munster Dairy School and Agricultural Institute have taken a keen interest in the subject of itinerant dairy instruction, and have already been most successful in organizing districts in the province of Munster. It is gratifying to note that the clergy of all denominations have, since the establishment of itinerant instruction, aided considerably in promoting this most useful work.

With regard to further developments in dairy instruction in Ireland, I believe it would be desirable to increase the encouragement of it by an increase in the number of instructresses, and by combining the present system of organization with one similar to that in operation for cookery instruction in National Schools, which is now successfully engrafted on the National School System.

I am, Gentlemen,
Your obedient Servant,
THOS. CARROLL.

Appendix. Section IV. (5.) Balance Sheets. Albert Large Farm.

(5.) BALANCE SHEETS OF THE ALBERT AND MUNSTER MODEL FARMS.

(*a*). ALBERT LARGE FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1898.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To Amount of Valuation at commencement of year,	2,595	14	1	By Amount received for Dairy Produce,	2,278	15	5
" Outstanding Debts,	297	7	4	" Cattle,	503	12	6
" Milk from Small and Intermediate Farms,	356	12	1	" Sheep,	284	0	9
" Cattle,	608	5	0	" Horses,	4	15	0
" Sheep,	168	1	6	" Pigs,	353	2	1
" Horses,	22	0	0	" Wheat,	49	14	2
" Labour,	405	11	5	" Oats,	1	4	0
" Seeds,	18	4	0	" Barley,	47	10	8
" Manures,	61	17	3	" Potatoes,	129	6	2
" Implements,	181	1	0	" Service of Sires,	2	0	0
" Horse Shoeing,	18	18	6	" Miscellaneous,	12	1	10
" Harness,	13	11	0	" Outstanding Debts,	239	10	2
" Feeding Stuffs,	358	4	2	" Estimated proportion of Expenses in connection with delivery of Milk—Small Farm,	2	2	6
" Oil and Medicine,	15	2	6	Do.—Intermediate Farm,	9	12	0
" Expenses to Fairs,	38	6	7	" Live Stock, Labour, &c., chargeable to:—			
" Miscellaneous,	30	10	6	Intermediate Farm,	84	7	1
" Coal for Engines,	20	0	0	Small Farm,	21	18	6
" Labour, Farm Produce, &c., from:—				Garden,	14	5	0
Small Farm,	14	10	0	" Poultry Department,	7	18	8
Intermediate Farm,	171	3	0	" Rent Experimental Grounds,	10	7	0
" Returns of Butter, &c., from Dairy School,	372	13	6	" do., Albert Lodge,	35	0	0
" Rent,	581	7	4	" Keep of Superintendent's Horse,	25	0	0
" Balance, being gain on year's transactions,	476	3	11	" Valuation at close of year,	2,588	16	9
Total,	£6,794	14	10	Total,	£6,794	14	10

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Appendix.

Section IV.
(b.)

Balance Sheet.

Albert Intermediate Farm.

(*b*). ALBERT INTERMEDIATE FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1898.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To Amount of Valuation at commencement of year, .	233	0	0	By Amount received for Dairy Produce, . . .	281	0	5
" Cattle, ...	80	10	0	" Cattle, ...	113	7	0
" Labour, ...	42	9	0	" Pigs, . . .	4	4	0
, Seeds, ...	5	5	0	" Oats, ...	40	0	0
" Manures, . . .	7	2	3	" Miscellaneous, . . .	24	3	0
" Miscellaneous, . . .	0	3	8	" Debts outstanding, . .	2	5	0
" Expenses in connection with delivery of Milk, . .	8	12	9	" Valuation at the close of year,	270	5	10
" Live Stock, Labour, &c., from Large Farm, . . .	84	7	1				
" Do., from Small Farm, .	13	0	0				
" Fuel for Cooking, . .	3	0	0				
" Rent, ...	71	6	8				
" Balance in favour of management, ...	192	14	4				
Total, . .	£741	10	0	Total, . .	£741	10	9

Balance Sheet.

Albert Small Farm.

(*c*). ALBERT SMALL FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1898.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To Amount of Valuation at commencement of year, .	98	6	9	By Amount received for Dairy Produce, . . .	74	6	8
" Cattle, ...	22	1	0	" Cattle, ...	29	0	0
" Labour, ...	25	17	6	" Pigs, ...	5	10	9
" Seeds, ...	1	18	5	" Potatoes, ...	5	13	8
" Manures, . . .	4	14	0	" Oats, ...	14	0	0
" Expenses in connection with delivery, . . .	2	5	8	" Debts outstanding, . .	1	9	0
" Labour, &c., from Large Farm, . . .	21	18	6	" Valuation at the close of year,	106	1	0
" Rent, ...	19	10	3				
" Fuel for Cooking, . .	2	0	0				
" Balance in favour of management, ...	37	8	3				
Total, .	£236	7	1	Total, . .	£236	7	1

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Appendix.
Section IV. (5.)
Balance Sheet.
Munster Model Farm.

(*d*). MUNSTER MODEL FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1898.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To Amount of Valuation at commencement of year, .	1,318	17	6	By Amount of Cash received during year, viz.:—			
" Labour, ...	350	12	2	" Dairy Produce, . . .	392	16	3
" Live stock, . . .	165	6	7	" Butter from bought Cream, .	988	0	10
" Seeds, ...	26	4	0	" Cattle, . . .	161	7	0
" Manures, . . .	37	17	9	" Pigs, . . .	65	12	10
" Feeding Stuffs, . . .	156	10	8	" Poultry, ...	25	16	2
" Implements, . . .	100	1	3	" Barley, ...	30	9	2
" Smithwork, . . .	8	17	0	" Potatoes, &c., . . .	40	2	5
" Miscellaneous Expenses, .	37	6	11	" Garden Produce, . .	19	1	0
" Rent, ...	220	6	0	" Service of Sires, . . .	2	12	6
" Cream for Educational purposes, ...	1,210	18	8	" Training Department :—			
" Profit and Loss, being gain on year's farming, . .	127	18	4	" (Loss on Cream and Milk), .	304	8	11
				" Labour for Establishment, .	212	1	0
				" Valuation at end of year, .	1,651	3	3
Total, .	£3,796	11	4	Total,	£3,796	11	4

ITINERANT DAIRY INSTRUCTION.

Section IV. (6.)
Itinerant Dairy Instruction

(6.)—REMARKS by Mr. CARROLL, Agricultural Superintendent.

Messrs. Poole Wilson and Charles Lofmark have reported on the work done by them in 1897, in regard to the creameries throughout the country which they visited.

Miss Dundon has also reported as to itinerant dairy instruction given by her in the districts which she visited in the Province of Munster.

These reports indicate improvement in methods and general progress in dairying, and although there is much to be desired in respect of further progress, it may be inferred that in future years there will be permanent advance in the industry.

During the year an experiment was made at Mitchelstown, County Cork, which was entirely successful, and pointed to a method of improvement in dairying which should be encouraged.

Mr. Webber, Mitchelstown Castle, offered a number of prizes to be competed for at an exhibition of butter to be held in Mitchelstown. A large and representative display of butter was made, and persons attending the exhibition had full opportunity of seeing the class of butter made by the best makers in the neighbourhood.

Subsequently one of the Dairy Instructresses was invited to give instruction in the district, and after about a month had elapsed another exhibition of butter with similar classes and prizes was held. At this

Appendix. Section IV. (B.) Itinerant Dairy Instruction.

exhibition many of the competitors at the previous one again appeared, and the point for consideration was, has there been any improvement in the butter through the instruction given in the meantime. Several persons who carefully noted both exhibitions were much impressed with the evidences of improvement in the butter exhibition, and all were satisfied that the system of itinerant instruction in dairying was deserving of their warm appreciation, and that the exhibition inaugurated by the forethought and liberality of Mr. Webber would be a most powerful factor in imparting practical instruction to the people.

One of the hindrances to improvement in Ireland is the difficulty that exists in investigating the methods of dairying that are practised by the small occupiers of land.

The poverty of this class prevents improvement in their dairy buildings. The same cause prevents outlay on suitable dairy appliances. Along with these hindrances old prejudices have to be overcome, and the farming classes have to be assured that the Instructors are not about to introduce expensive methods in their teaching. In addition there is want of knowledge of what is required, as there are few farmers in backward districts who have the most remote idea of what the consumers require in the matter of butter. The only experience the maker has of market requirements being the higgling as to price with the butter buyer. The latter very frequently confines his aim almost exclusively to buying as cheaply as he can, seldom using his influence with the farmers to induce them to improve their method of butter making.

I look to the industrial training of the youth of the country for the largest measure of success in improved dairying in Ireland, and the progress that has already been made, and the increasing earnestness and desire for knowledge that are manifest at the classes for itinerant dairy instruction that are now well established, give reason for expectation that the dairying industry of Ireland is in at least a hopeful condition.

I am, &c.,

T. Carroll.

Synopsis of Reports furnished by Itinerant Dairy Instructresses.

The reports furnished by the Itinerant Dairy Instructresses show that although there is a general disposition amongst the people in the several districts visited to take advantage of the instruction provided, and to improve their system of buttermaking, yet in many localities there is a tenacious clinging to old customs and an embarrassing suspicion in regard to the introduction of new methods.

In some instances, however, where this prejudice at the first very seriously interfered with the classes, subsequently it yielded to the tact and perseverance of the Instructress, and her lectures and demonstrations bore good fruit. One of the means of removing prejudice, is visiting home dairies, where the wife and daughters of the farmer are personally guided in the working of improved methods.

In one of the districts visited in the year, before the arrival of the Instructress, the idea of a "Teacher" of buttermaking was adversely criticised in public, with the effect that on the arrival of the Instructress the attendance at the classes was very poor, and those who did attend were subjected to ridicule. For about a week the prospect was dis-

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Appendix. Section IV. (6.)

Itinerant Dairy Instruction.

heartening as little or no interest seemed to be taken in the proceedings of the Instructress. In the second week, however, there was happily a marked improvement; the interest of the people had become aroused; the attendance became at length satisfactory, and included people of good position connected with agriculture. Thus, throughout this locality the spirit of reserve hitherto observed gave away to one of confidence and inquiry, and at the conclusion of the course of lectures the Instructress was thoroughly satisfied with the results, and felt confident that her instructions would prove of permanent benefit.

Circumstances also of a different kind, sometimes militate against the efforts of the Instructresses. In one district visited, where "blending" of butter largely prevails, the price of the butter purchased with a view to blending it for the market is scarcely, if at all, affected by the quality. Good and bad butter being worked up together, is practically paid for without discrimination at the same rate. Such a custom discourages improvement in buttermaking as without the incentive of enhanced profit, the care and skill necessary for the production of butter of superior quality will not be given to it by the farmers concerned. The tendency in a locality so circumstanced must be towards carelessness and unthriftiness, as the report on this district indicates, being very unfavourable in respect to the cleanliness of the dairies, the care and feeding of the cattle, and the quality of the butter.

Section IV. (7.)

(7.)—Report by Miss Dundon, Dairy Instructress, 1897.

Gentlemen,—The Itinerant Dairy Instruction for the year 1897 commenced in April and ended in November. During this period nine centres were visited, viz.:—

Districts visited.

I. Stradbally, Queen's County.
II. Bere Island.
III. Croom, Co. Limerick.
IV. Ballintaylor, Dungarvan, Co. Waterford.
V. Cappoquin, Co. Waterford.
VI. Clonlara, Co. Clare.
VII. Miltown-Malbay, Co. Clare.
VIII. Kilfenora, Co. Clare.
IX. Mitchelstown, Co. Cork.

Time spent in districts and at shows.

The course of instruction usually lasted for one fortnight in each centre and a fortnight in each of the outlying districts. In addition, four agricultural and dairy shows were visited, where lectures and demonstrations were given in butter and cheese making. These shows were held in Belfast, Cork, Ennis, and Mitchelstown.

Notes.

The following brief notes on the work of each district are taken from the more lengthy reports already sent:—

Stradbally.

Instruction given for three weeks at the Presentation Convent National School to girls of the Industrial Classes and pupils of the school; also to any of the neighbouring butter-makers who cared to attend. This district seems to be more of an agricultural than of a dairying district—the dairies are small and the butter of the district very inferior.

Appendix.

Section IV. (7.)

Itinerant Dairy instruction.

BERE ISLAND.

Assisted by Miss Sarsfield in giving dairy instruction for one week. Classes were very well attended, and people showed a great desire for information on improved systems. The dairies are very small, the land barren, and the cattle small and starved looking. The butter is without exception bad; it is chiefly sold to mariners.

CROOM.

The dairy classes, which were held for three weeks, were very well attended. Great interest was shown in the proceedings. Pastures being rich it is essentially a dairying district. The dairies are extensive and comparatively speaking, up to date.

The butter is generally good, and a great portion is made on the centrifugal system for separating the cream.

The creameries receive the greater portion of the milk of the district, and some of the smaller dairies work on the old style and dispose of their butter in unsalted lumps for which there is a market in Croom.

Besides giving instruction at the public classes, instruction was also given in private dairies—nine of which were visited.

The hand separators having been only recently introduced into the district, the people did not very well understand the working of them or the treatment of cream separated by them. Butter is disposed of principally in the Limerick Creamery market.

Dairying is not carried on during the winter months.

BALLINTAYLOR.

Instruction given for about three weeks in a private dairy at Ballintaylor.

The classes were fairly well attended.

The dairies are fairly large and are managed on the old style. The butter, which is rather good, is sold partly in firkins or boxes and sometimes in unsalted lumps, for which there is a market in Dungarvan.

Instruction was also given in a few dairies in this district.

CAPPOQUIN.

Instruction given for seven days; also in a private dairy.

Dairy classes fairly well attended. The dairies are of medium size, and the butter is sold in an unfinished state in unsalted lumps.

CLONLARA AND SALLYBANK.

A fortnight's instruction was given in each of these districts. The attendance at classes was very large. Different methods of dairying are carried on in these two districts.

In Clonlara the dairies are fairly large and the milk is generally sent to the creameries. In the Sallybank district the dairies are smaller and the butter made is sold in the Limerick market to private customers, and some of it is dispesed of in lumps unsalted.

The butter of this district is very inferior. The dairies are very defective; five of them were visited in the district.

MILTOWN-MALBAY.

The dairy classes in this district, which were held for five weeks, were fairly successful. The dairies are all very small, and the system of butter-making very defective Five or six makers combine to fill a firkin, and the resulting blend (the reverse of good) is incorporated with water, and then packed into green hooped firkins.

Appendix,
Section IV.
(7.)

Itinerant Dairy instruction.

MITCHELSTOWN.

A week's instruction was given in this town prior to a butter show being held. The dairy classes were fairly well attended. The dairies are of medium size, and the butter is sold in unsalted lumps. The butter of this district is of fairly good quality.

KILFENORA.

Twelve days' instruction given. Dairy classes very well attended. One dairy only visited.

The dairies being small the blending system is followed as in Miltown-Malbay. The faulty manner in which this blending is carried out is not calculated to improve our butter industry.

Properly equipped blending factories in such districts as Mitchelstown, Miltown-Malbay, Kilfenora, Clonlara, Dungarvan, Cappoquin, and Stradbally should prove very beneficial, and appear to be the only means by which anything like a uniformly high quality of butter can be approached. In many of those districts the dairies are very defective; in some it would be almost impossible, even with proper handling, to turn out good butter. The dairies are sadly in need of improvement; but improvements in dairying that require some outlay are not likely to be effected so long as the financial position of the farmers continues depressed.

From information collected on revisiting those districts of East Clare, where dairy instruction was given in 1896, I am satisfied that really good results have followed the efforts then made.

I remain,

Yours obediently,

E. DUNDON.

Appendix,
Section IV
(8.)

(8.) Report by Mr. POOLE WILSON, Dairy Instructor.

GENTLEMEN,—I beg to submit my report for the year ending 31st December, 1897.

I paid 119 visits to creameries, and reported thereon to the Commissioners of National Education. A copy of the report was sent to the chairman or proprietor of the creamery. In the case of co-operative creameries, a copy was also furnished to the Irish Agricultural Organisation Society.

I gave the usual course of lectures at each of the sessions for creamery managers at the Albert Model Farm and Munster Dairy Institute.

Conferences.

I also attended a number of the Conferences, held under the auspices of the Irish Agricultural Organisation Society, and addressed the members of the various societies, pointing out defects in creameries, their remedies, and how the business might be developed in order to give better returns. Considerable interest was taken in these addresses, and numerous questions were asked at the conclusion. I consider that these meetings may be the means of bringing the Instructor into closer touch with the various committees.

During the year instructions on the sampling and the method of testing milk were issued in pamphlet form. (See p. 22.)

Appendix. Section IV. (8.) Itinerant Dairy instruction.

The year has seen a steady improvement in the quality of Irish creamery butter. All the large buyers have acknowledged this, either publicly or privately, and have attributed a great deal of this improvement to the work of the Instructors and the dissemination of the latest scientific methods and information at the two dairy schools.

Improvement in quality. I made inquiries from several of the large buyers, and, with the exception of four creameries, an improvement invariably followed the visit of the Instructor. In the case of the four creameries mentioned, on revisiting them, I found that not the slightest attention had been paid to the instruction and advice given.

Economical working. A great improvement which has taken place, but one which cannot be so easily demonstrated, is that committees and managers are beginning to understand the necessity of economical working, and that to do this they must have adequate machinery for this purpose.

Growth of creamery movement in the North. One of the most striking features of the year has been the rapid growth of the creamery movement in the North of Ireland—the majority of the new societies have availed themselves of the services of the Instructors to select sites, plan buildings, and draw up specifications. It is hoped that this will result in the work being carried on economically, and the best quality of butter turned out. In fact, some of these creameries should equal in efficiency those of any other country.

The services of the Instructors are chiefly asked for by the new societies, and in nearly every case by the committees.

Most of the managers apparently think that to ask a Dairy Instructor to pay them a visit is a sign of ignorance, and many committees of the older societies imagine that they can still plod on in the old way when butter was very much higher in price and hold their own.

In a few cases where creameries did not follow the advice of the Instructor, it was eventually discovered that a mistake had been made. This has done a lot of good, for many of the new societies went for advice to the older ones. The latter have pointed out their mistakes, and advised the new societies to adhere to plans and specifications prepared by the Instructors.

The chief improvements effected are as follows :—

Buildings. The new creameries provide more room, are arranged to be worked with the minimum number of hands, have offices, testing room, cream room, stores, and satisfactory washing arrangements. The older societies have made additions and in place of the wooden receiving and delivery platforms have erected concrete ones.

Drainage. Traps have been removed outside in several of the older creameries, and are invariably placed outside in case of the new ones. Sites have been selected with a view to a good fall.

Water supply. Many creameries have obtained better supplies of water, and in new ones the water supply is made sure of before erecting creamery.

Machinery. There has been a great improvement both in arrangement and adequacy of machinery.

Ventilation. More attention is paid to ventilation now that its importance is understood.

Cleanliness. If the improvement noticeable in the creameries visited is continued, want of cleanliness, which was one of the chief faults last year, will soon become rare. Better attention is now paid to this point as its influence on the quality of dairy products is becoming known.

Milk. There is very little improvement to be noticed in the condition of the milk. It is seldom well strained or cooled, and owing to the dirty condition of cattle and milkers, is frequently tainted on arrival at

Itinerant Dairy Instruction.

creamery. This fault is not so evident in the summer months. A few managers do reject tainted milk, but the majority still take it in for fear of offending the supplier and thus losing his custom.

Cream ripening and butter-making.

Although the scientific principles underlying cream ripening have not become generally known, there has been a slight improvement in the practical work. In the winter months instead of allowing the cream to stand at or near freezing point till sour, it is now warmed up to ripen.

Ice.

The use of ice has become more generally known, and a few managers who have used it throughout the summer now say they do not know how they got on without it. There is still plenty of room for improvement in respect of solidity and texture of butter. One case brought under my notice is that of a creamery which built up a good trade in pound rolls during the spring, but lost it altogether during the summer months because the butter was so soft that it could not be made into rolls.

The necessity for the use of ice is one of the points which I have brought prominently under the notice of managers of all new creameries, and they are taking steps to provide for a constant supply.

Several creameries in the South have co-operated to buy a cargo of ice and store it.

The committees in many cases fail to understand the difference between dealing with a large and a small quantity of cream, and the difficulty of cooling rapidly a large quantity of thick sour cream for churning.

Ice manufacture.

Many of the creameries with water-power should erect a machine to make ice, and cool their butter store, other creameries in the district should co-operate; the capital necessary being about £500.

Cream vats.

A great many creameries have adopted the cream ripening vats in place of Schwartz cans. The ripening is thus even, and a great deal of labour and waste done away with.

Working and washing.

The methods of working and washing butter have improved. In all cases where washing by means of a jet of water on the table was the rule and it came under notice, on my advice, the practice, which has undoubtedly done a great deal of harm to Irish butter, was discontinued.

Pasteurisation and use of starters.

With the exception of one large proprietary firm, the cream is not pasteurised before ripening, and the use of either home made starters or pure cultures is practically unknown.

The only starter I have seen used is butter-milk, and no attention was apparently paid to the fact that this might be the means of carrying on a taint in the butter.

In most of the new creameries provision has been made to pasteurise the whole milk if necessary.

With good clean milk, and clean surroundings, there is no need to pasteurise the cream. But looking at the quality of milk sent to the majority of creameries, I consider that pasteurisation and the use of either a well-made home starter or a pure culture will result in raising the average quality of the butter.

Cheese-making.

No creamery has as yet taken up cheese-making, although it is a branch of dairying, and I do not think it would be advisable to commence it till milk is sent to the creamery in a cleaner condition.

Payment for milk.

The mode of payment for the milk is in much the same state as last year. Only one creamery is paying on the proper system, viz., price reckoned as per pound of butter fat. However, I look forward to a great improvement in this respect during the coming year.

Carriage of milk.

While I have not noticed any improvement in the South in respect to the arrangements for the carriage of milk, in the North the suppliers are co-operating to send milk, with the result that some only visit the creamery once a week.

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Itinerant Dairy instruction.

No protection is yet afforded the cans from the summer heat. In a few districts milk is carted to the creamery at a charge of $\frac{1}{4}$th or $\frac{1}{3}$rd of a penny per gallon.

One of the Northern creameries is taking steps to pasteurise the separated milk and sell it to bakers.

Separated milk.

None of the creameries pasteurise the separated milk with a view to prolonging its keeping properties or prevent the spread of infectious diseases.

Packages.

There has been a slight improvement in the style of butter packages. Stronger boxes and canvas covers are used, so that the packages arrive at the markets in a better condition. The average price for butter during 1897 has ruled slightly lower than in 1896. With close attention to better skimming, more exhaustive churning, use of ice, and strict cleanliness the creameries will be enabled to obtain better yields, turn out a better quality of butter, and thus make better returns to their patrons.

Capital.

More capital is now invested in creameries with the result that we have better buildings and better machinery. A large number of the creameries have adopted the plan of converting suppliers who are not shareholders into shareholders by deducting so much per month from their milk account. The accounts are being better kept and entries regularly made.

Outlook for creameries.

Many of the societies are looking out for special lines of trade with a view to obtaining more for their raw material. Several tried the cream trade, but have not done so well at it. No attempt had apparently been made to pasteurise the cream, and strict cleanliness had not been adhered to.

Several are endeavouring to build up a trade in pound rolls, and have been very successful. Considering the facilities for marketing fresh butter the Irish creameries should be able to get hold of and retain this trade, the most paying part of the butter business.

Milk trade.

I think that several creameries might with profit to themselves turn their attention to the supply of either pasteurised milk in bulk or of sterilised milk in bottles to towns.

An attempt is being made by one of the northern creameries to take up this trade.

What is most needed to promote the industry.

The greatest want is still the scarcity of really capable managers. Now that better salaries are being offered this business should attract the attention of capable men.

From observation of students at the sessions for dairy instruction I would suggest that no student be admitted who has not already served a year of apprenticeship in a creamery. If this preliminary training was obtained in a properly equipped creamery worked under supervision of the Instructors it should, when combined with the theoretical training given at Glasnevin or Cork, enable a man to become a good manager.

Provision might be made at the two schools for instruction in the sterilising and bottling of milk. This would require that larger quantities of milk or cream should be obtained for practical working.

I am, Gentlemen,

Your obedient servant,

A. Poole Wilson.

Appendix.
Section IV.
(8.)

Itinerant Dairy instruction.

APPENDIX.

INSTRUCTIONS FOR SAMPLING AND TESTING OF MILK AT CREAMERIES.

Much depends on the careful sampling of milk. If experimental work is carried on the conclusions drawn from the test may be correct or otherwise, according to the way in which sampling is done. The matter is therefore important from a business point of view.

In taking samples at the farm, the sampler must see that the cows are properly stripped, that there is no water or separated milk in any of the churns or vessels into which the milk is put, and on no account must he allow any milk to be put in the churn that he has not seen drawn from the cow.

Rules for Sampling.

1. Every precaution should be taken to ensure that the sample shall represent the whole of the milk from which it is taken.

2. Where the milk from one milking is contained in more than one churn, an equal quantity of milk is to be taken out of each churn, mixed in a large vessel, and the sample that is to be tested may be taken from the mixture.

3. Milk fresh from the cow may be mixed by pouring it from the can to a bucket and back or may be mixed by well stirring. The sample should be taken immediately. If the ordinary plunger is used for mixing, there is no need for using the two vessels previously described.

4. Milk that has stood until a layer of cream has formed, should be poured to and fro from one vessel to another until the cream is thoroughly broken up and the whole uniform. It is, however, advisable to allow milk that is required for testing to stand until cream rises on it.

5. Clots of butter upon the surface of the milk show that such milk is not in proper condition for testing.

6. Milk should not be poured from one vessel to another oftener than necessary, as continual mixing in this way is liable to churn the cream, forming small granules of butter which quickly rise to the surface. When this occurs it is impossible to obtain a fair sample.

7. If in warm weather the samples are to be sent away, the bottles should be filled to the bottom of the neck because if there be only a small quantity of milk in the sample bottle it will be churned.

8. Before despatching the samples, give each a shake, in order to mix the cream that may have risen.

On no account should the tester bottle be filled direct from churn by pipette, as the measurement is usually inaccurate owing to air bubbles being in the milk, and if any accident happens to the test there is no milk left to repeat it.

Samples should not be put in tin cans, and allowed to stand till cream has risen; it is almost impossible to thoroughly mix such cream before measuring the milk for tester.

Samples should be taken in 4 oz. round-shouldered bottles, and properly labelled as follows:—Supplier's No. , name, state morn., evg., or mixed milks.

If the *specific gravity* of milk is to be taken at the creamery a larger quantity of milk is necessary—12 ozs. at least. After taking gravity and measuring out for test, all but sufficient for another test can be skimmed.

When payment is to be made according to quality samples should be taken on the same day, in order that the same conditions may apply to all samples that are to be taken.

Appendix.

Section IV. (8.)

Itinerant Dairy instruction.

It is obviously unfair to take one set of samples after a few days of fine weather, and then another set after a few days of wet and cold. It is manifest that the milk sampled after the cold and wet days will be naturally poorer than if it had been sampled during fine weather, and so it will compare badly with the previous samples.

All samples should be taken of the same milking. The evening milk being naturally richer than the morning milk, owing to the shorter interval between times of milking, it is evidently unfair to take samples of one set of suppliers in the morning, and samples of another set in the evening.

In most creameries there are a few suppliers who only bring milk once a day, and perhaps the morning and evening meals are mixed. It is obvious that if the morning samples are taken of the other supplies, those men who only bring the milk once a day will come off best owing to having their richer evening milk mixed with the morning milk.

To avoid this unfairness, samples should be taken twice a week, once of morning milk and once of evening milk.

Those who bring milk twice a day will thus have a morning and evening sample taken, and those who only bring once a day will have one mixed sample taken.

The Manager should endeavour to arrange his sampling so that he will have plenty of time to examine them during the same day.

He should take the samples on different days in order to prevent suppliers expecting when they will be taken.

After the tests are finished he should have all the bottles emptied and washed out ready for next sampling and not leave them dirty till they are again required.

Suppliers should at all times be allowed to see their milk tested.

A proper sample book should be got and the results regularly entered, averaging them once a fortnight or once a month.

Each supplier's milk should be averaged separately, and then all these averages again averaged. This last figure should be the basis figure for payment, and all milks of its quality paid for at the average price.

It is only by paying according to quality that a creamery can be properly worked, and when the testing is done methodically it can be very easily carried out. It always gives the utmost satisfaction in the end, and engenders confidence in the suppliers.

On the manner in which a Manager conducts his testing depends the smoothness of working with his Committee. He should make himself thoroughly acquainted with his tester, and endeavour to be accurate in every detail. He can thus be sure his results are correct.

In order to promote increased productiveness in cows, he should encourage the suppliers to test the milk of individual cows of their herds and to weed out those that yield poor milk.

Having got the samples in the bottles, the test may then be made by means of the principal method at present in use, the "Babcock" method. The "Babcock" is one of the oldest and most popular machines, and when a good machine is used, such as some of the German makes, it turns out good results. In this method only one chemical is needed, viz.—sulphuric acid. The test is worked on the principle that the sulphuric acid dissolves the caseous matter, and the fat is separated from the liquid by means of centrifugal force.

The sulphuric acid must be of a certain strength The proper strength is 1·031 to 1·032 at 60° F. The acid is best bought for factory use in the large glass-stoppered bottles known as "Winchester Quarts," a dozen at a time, which will amount to about a hundredweight.

The acid when kept in stoppered bottles does not lose its strength, and can be kept clean. Acid when bought in a carboy cannot be handled so easily, and cannot be kept tightly stoppered, so that it slowly loses strength by absorbing moisture from the air. Dirt very easily gets into a carboy thus contaminating the acid. On no account should a cork be used for closing a bottle containing acid; it is attacked by it, is burned up, and dropping into the acid turns it black and renders it unfit for use.

Best White Commercial Sulphuric Acid of a Specific Gravity 1·831—1·832 at 60° F. should be used. Frequently you will have to buy the strong acid of a

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Appendix. Section IV. (8.) Itinerant Dairy Instruction.

specific gravity, 1·84 at 60° F. To dilute this about nine parts of acid should be measured out into another bottle, and one part of water added *in very small quantities at a time*, shaking the bottle between each addition of water. If the water were all added at once the heat generated would most probably crack the bottle. If, however, it is added gradually and shaken, the bottle is slowly warmed and will not then break. The specific gravity of the acid should be carefully tested by an acid hydrometer or acidimeter, the acid being brought to 60° F. If the temperature of the acid is higher or lower, it should be allowed to cool in the first instance, and gradually warmed in the latter case till it reaches 60° F.

Whatever tester is used it is always to be understood that all the chemicals and samples should have a temperature of about 60° F.

The Babcock bottle as a rule holds 40 c.c. or 1·42 oz. of water up to the bottom of the neck where the graduations commence.

The scale on the neck of the ordinary Babock test bottle is graduated to give a reading of the percentage of fat when 18 grammes of milk are used in the test, that is the fat extending over one of the larger divisions of the scale weighs 1 per cent., or one-hundreth part of 18 grammes. Now as milk is heavier than water, in order to take 18 grammes of milk, we must measure slightly less than 18 c.c. From experiments the quantity of milk of average quality which will weigh 18 grammes is 17·6 c.c.; therefore we take 17·6 c.c. of milk for the test. Now the capacity of that part of the neck over which the scale extends is 2 c.c., and one of the larger divisions occupies ·2 c.c. Hence as the specific gravity of milk fat is 9, the weight of the fat extending over one of the larger divisions of the scale is ·9 × ·2 = ·18 of a gramme, which is the 100th part of 18 grammes, the quantity of milk taken, or 1 per cent.

Before taking the milk out of the sample bottle, it should be mixed by first turning the bottle upside down slowly several times and then giving it a vigorous shake. Should the cream which may have risen still stick in the shoulder of bottle a few grains of No. 8 shot may be introduced and used for the mixing of the sample. The air bubbles in the milk due to shaking should be allowed to rise. This takes only a minute, and while this is being done with the one sample the next should be mixed. The pipette should then be filled above the mark, and the milk allowed to run out till the bottom of the dark curve or meniscus is on a level with the graduated mark.

The milk should be allowed to run down the side of the neck of the bottle, and the point of the pipette not pushed in too far or the milk will run over. Only milk which will run from the pipette out should be allowed to go in the bottle. Never blow through the pipette; it is made to deliver the quantity required without blowing out the last drop.

After having measured the milk the next thing to be done is to measure out the required quantity of acid, viz., 17·5 c.c.

This is done with the acid measure. The acid should be poured down the side of the neck of the tester bottle, holding the bottle in a slanting position and turning the neck round so that any milk remaining there may be washed down by the acid. The acid should form a clear layer under the milk. If the acid is poured on to the milk, it will char it, and a bad reading will be obtained.

The acid and milk should then be mixed by shaking the bottles, making the action stronger and stronger as the caseous matter is dissolved.

As soon as the milk and acid are mixed, place the bottles in the machine and balance it, that is, place equal proportion of bottles around the circumference of the machine if the holders are not filled.

The machine should then be turned for 5-8 minutes at a speed varying from 700 to 1,200 revolutions per minute, according to its diameter 700 revolutions per minute with a machine 20 inches in diameter and faster for a smaller machine. The speed can be easily gauged by counting how many revolutions the disc makes for one revolution of the handle and then turning the handle accordingly.

If steam can be obtained it should be connected to the outlet pipe for water by a small piece of hose or a permanent connection made, so that the bottles can be kept equally warm. The warmer the bottles are kept the better the test.

The bottle should now be filled to the bottom of the neck with water not

Appendix. Section IV. (8.) Itinerant Dairy instruction.

lower than 150° F. The water should be allowed to run down the side of the neck in order not to mix up the fat which has just been separated, with the liquid underneath.

Then the bottles should be filled to near the top graduation, say the 1 or 3 mark according as graduations start from the bottom or top, and whirled again for about two minutes, warming with steam as before. If steam is not available just before the final whirling, the tester should be filled up to the bottom of the bottles with boiling water.

As a rule steam can be connected with a tester in a creamery, and it is decidedly worth while getting the connection made as better and more accurate results are got by its means than by the use of hot water which cools very quickly.

After whirling the bottles are to be placed in a hot water bath to keep them warm whilst they are read. Correct readings cannot be taken when the fat is cold. The temperature of the bath should be about 140—150°F.

The bottle should be held in a perpendicular position and the fat on a level with the eye, and looking towards the light, the person making the test should read carefully from highest to the lowest limits of fat or *vice versa*. The bottom of the column of butter fat should always be read.

In a successful test the fat presents a bright golden appearance, and is quite free from any white or black granular matter, the liquid just underneath being perfectly clear and colourless.

After the test is over and while the bottles are still hot, they should be turned over and the fat let run out; they should then be shaken vigorously till all the acid has gone out and there is nothing left of the white deposit on the bottom of the bottles.

After being emptied, the bottles should be rinsed in a solution of hot soda and water, and afterwards in clean hot water.

Bottles are best cleaned while they are hot.

The following are the causes of cloudy or burnt readings :—

1. The use of too strong an acid or too great a quantity.

2. Allowing the acid to fall directly upon and burn the milk.

3. Shaking the bottle violently, or with an up and down motion when mixing milk and acid.

4. Having the milk at too high a temperature when adding the acid. The higher the temperature the less acid is required.

5. Allowing the bottles to stand too long after adding the acid and before shaking will cause dark spots in the fat.

Light readings and floating particles of curd are due to :—

1. The use of too little or too weak an acid.

2. Having the milk or acid at too low a temperature. The lower the temperature of either the more acid is required.

It is always better to bring the milk to the right temperature, which should be 60° F.

3. Insufficient shaking of the bottles to thoroughly mix the milk and the acid.

Points of considerable importance:—

1. The test bottles and pipettes must be clean before using, as a good test cannot be made with a dirty bottle.

2. Care and exactness are necessary from beginning to end to ensure success.

3. Shot and a brush can be used for cleaning bottles if necessary.

A. POOLE WILSON,
DAIRY INSTRUCTOR.

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Appendix

Section IV. (9.)

Itinerant Dairy instruction.

(9.) Report by Mr. LOFMARK, Dairy Instructor.

Construction of building.

GENTLEMEN,—The first thing I notice in regard to creameries in Ireland, as compared with those erected, for example, in Scandinavia, is the difference in the plan or construction of the building. I am quite willing to admit that in most instances these buildings are erected with a view of saving labour and expense on the building itself, and its position is regulated with regard to convenience in receiving the milk. As a rule the buildings only contain one room, and separation of milk, ripening of cream, and churning, working, and packing the butter are all done in this room. As ought to be well known the cream will quickly absorb any odours from the surrounding atmosphere, and notwithstanding extreme care it is impossible to keep the air pure and cool in a place where the heating of the milk, running of machinery, and the washing of same takes place.

I would strongly advise that creameries should have at least two rooms, if not more, for actual working—one for separation of the milk, and the other for ripening and cooling the cream, and churning and packing the butter. This latter room ought to be kept as cool as possible and be well ventilated. The separating room must not by any means be neglected with regard to fresh air, but temperature is of minor importance.

Transport of milk.

In bringing the milk to the creameries I find that customers often send the milk in wooden vessels not properly cleaned, and often a dirty linen cloth covers same. The managers ought, under no consideration, receive milk so delivered, and tin vessels ought to be used for transport of milk to creamery in every instance.

Receiving of milk.

In most creameries the tank for holding the milk before separation is of galvanized iron with a number of rivet heads inside, and consequently does not present as smooth and easy a surface to clean as might be desired.

Heating of milk.

From these tanks the milk passes to the milk heater through pipes of various size, and these pipes should be so made as to allow of their being taken apart for cleaning purposes every time after separation. This I find, except in a few instances, is never done, and they are simply cleaned by running water through them, thus allowing impurities to collect. As a rule the pipes are of galvanized iron, very rough inside, instead of being smooth, well-tinned copper tubes, fixed with instant connections.

The heaters are often constructed with beaters made of hair brushes, which would be quite suitable if they were thoroughly cleaned, but more often I find them full of clogged milk, which contains bacteria, and this state of things is not satisfactory.

Separation of milk.

Separation is, as a rule, better looked after than any other work in the creamery, and if the managers would be careful not to run so much milk through each separator per hour skimming would be better done. This, however, is hardly the fault of the managers, but rather of the manufacturers of the separators, or their agents, who generally overstate the power of their machines. Every manufacturer claims that his machine will do a certain quantity of work per hour, and will, perhaps, show tests and analyses to prove this; but these tests should not be relied upon, as the manager may be deceived for a long time, to the disadvantage of the creamery. For instance, if the milk is carried a certain distance or jolted to any great extent before reaching the creamery it will affect the work done by the separators; again, if the speed is not maintained and the machine not well oiled, and if it does not run perfectly free, the result will be affected.

The cream is generally received from the separators in cream cans which are only half washed, and are thus placed under either the separator or cream cooler. I find in several places that these cans rarely get an airing after washing, and still oftener part of the washing water is left in the cans and so brought to the separator.

Storing of cream.

If a small quantity of impure water is mixed, I believe it will greatly prejudice its ripening.

Cooling and ripening the cream.

I am surprised at the use the so called "Swartz" cans has been put to in creameries in Ireland with refrigerators or cream coolers. These were formerly used in Scandinavia to cool the cream, but this is now done by cream coolers or refrigerators, and the ripening should not be done in these cans; but after the cream has been cooled for some hours it ought to be brought to a higher temperature, and taken to ripening vats in a specially provided room. Through this process an uniform ripening will be ensured. When refrigerators are used in creameries the cans ought to be dispensed with. A practical apparatus for cooling the cream after ripening is not available to my knowledge, and by practical experiment I have found the best results are obtained by running the cream through ice placed in a strainer before the churning. If the ice is pure lake ice or manufactured from pure deep well water, I do not think any harm will arise to the butter. By the use of ice and churning at low temperature I find churning can be done so as to leave hardly any fat in the buttermilk, and an average increase in an ordinary creamery from fifty to sixty pounds of butter daily might thereby take place.

Churning.

Salting of the butter.

Owing to insufficient room in the creameries the dairymaids are compelled to salt and pack the butter immediately after churning. If the butter is salted in brine, I do not find any fault thereby, but mixing salt and working only once often produces a "streaky" butter, so much complained of in England. It would be better to allow the butter to rest for a few hours after mixing the salt, so as to allow it to melt, and re work it before packing.

Packing of the butter.

Packing the butter in so many different vessels of various types is, I believe, a great disadvantage to Irish creameries. I have known the same butter to be repacked by the sellers from cools to boxes, or *vice versa*, thereby obtaining a price several shillings higher per cwt. Often a creamery of good reputation is asked to pack in kiels of 112 lbs., so as to enable retailers in England to sell it as Danish. In Sweden and Denmark uniform packages are in use, and the creameries in Ireland ought also to adopt one class of package, either cools or boxes, and refuse to sell in other than those packages. *If the best retailers sell under the name of Danish the whole Irish market will suffer, as it is only second quality butter will be sold as Irish.*

Machinery.

The machinery as a rule is not so well kept as it ought to be, and the engine drivers are generally incapable of rectifying any small irregularities that may occur from time to time in connection with same. Many tons of coal are yearly wasted in creameries through the insufficient knowledge of the engine driver. Generally oil is wasted by using too much at a time instead of smaller quantities more frequently. I find that some creameries use ten times as much oil as others for exactly the same machinery. As a rule the boilers are insured, and the insurance company's inspectors will inquire as to their strength, and if not good enough oblige the creamery to put in another. Boilers, with care, ought to "live" from fifteen to twenty years, but I find in the creameries from six to seven years is the average.

In many creameries examined by me I find the managers know hardly

Appendix. Section IV. (9.) Itinerant Dairy Instruction.

Trade jealousy.

little of any other creameries than their own, except perhaps the one where they have served as apprentices, consequently no comparison in different methods is possible. It unfortunately happens too in many instances that any useful knowledge the manager is in possession of he will try to keep to himself, and not give it to his opponent (as he considers him). I have found, for example, that after giving a manager advice relative to ripening of cream, &c., he actually requests me *not* to give it to his neighbour, as he fears he could show a better result in comparison. This is very short-sighted. More comradeship, and a few conferences yearly in different districts between managers, ought to raise their ambition and desire to improve the national industries.

Rapid delivery of milk.

In conclusion, I will add, that through pure ignorance many managers allow the milk during winter to be delivered only three or four days weekly, and with such milk no man can produce really good butter; consequently during the winter months Irish creamery butter can only be regarded as of second quality. A saving may perhaps be made in the coal consumption, but this will be lost several times over in the low price obtainable for his produce.

Your obedient servant,

CHARLES LOFMARK.

Appendix. Section IV. (10.) Potato Blight.

(10.) CIRCULAR as to POTATO-BLIGHT.

INFORMATION about the Potato-Blight for Farmers, National Teachers, &c.

"Blight" is a disease which causes the potato plant to droop and die, and then to shrivel up and rot. It is an extremely "taking" or infectious disease, and one infected plant on field will quickly give the disease to all or most of the plants on fields in the neighbourhood. The cause of the disease is a tiny colourless vegetable, too small to be seen well with the unassisted eye, and belonging to the class of plants called Fungi, of which the common mushroom is an example. The common blue mould or mildew that comes on old boots, carpets, preserves, &c., is also a Fungus and rather resembles the one that causes potato-disease. One difference is that whereas the blue mould only comes on *dead* and rotting things such as I have mentioned, the Fungus of potato-disease comes on *living* potato-plants, destroys their life, and causes them to rot.

The part of the potato-plant first attacked is the green part which is above ground, namely, the stem and leaves, and the first sign of the disease is the greyish-brown spots or blotches that appear on that part. If one of these spots is carefully looked at with a keen eye, it will be found coated over with a very delicate whitish scum or "bloom," best seen on the under side of an affected leaf. This "bloom" consists of the fruiting stalks of the Fungus, growing out through the skin of the leaf and bearing their little seeds. These disease-seeds are not unlike a gooseberry in shape but very small, so that it would take nearly a thousand of them end to end to cover the length of one inch. Hundreds of little fruit stalks and thousands of little seeds are produced by one brown spot on a potato-leaf. Matters would be quite bad enough if each of these fungus-seeds produced but one new fungus plant. If, however, the

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Appendix.
Section IV.
(10.)
Potato Blight.

seed falls, or is carried by the wind into a drop of rain or dew, it can form eight or more still smaller seeds within itself, and then issue forth each provided with two tiny whip-like hairs which enable it to swim about awhile and seek for a place to settle down in. If it finds a suitable spot (namely, any part of a potato-plant), it settles down and sends forth a little bud which grows into the potato-plant and quickly brings out a brown disease spot. When the potato-plant gets covered with these disease-spots, it dies, and then of course cannot produce potatoes at its roots.

In conclusion the following points should be thought over and remembered :—

1. If a plant that is badly attacked by the disease has potatoes under it, these not only grow no bigger but are very likely to rot if not quickly dug.

2. If potatoes are exposed at the sides of the drills, owing to too thin a covering of earth, the little fungus-seeds above mentioned may drop down on to them from off the leaves, and, taking root on them may produce soft pulpy disease patches which ruin the potato and make it unfit for human food.

3. In moist warm weather the disease spreads most rapidly, because moisture is necessary for the fungus-seeds to sprout, and warmth makes them sprout much quicker.

4. If diseased potatoes are stored with healthy ones in the same pit, the rottenness spreads to the good ones and destroys them.

5. If diseased potatoes are used as seed, they will be found in many cases to rot in the soil and give no plant.

6. If the tops of diseased potatoes are left on the field, or dug into the ground, or used as manure on potato-fields, or for covering potato-pits, the propagation of the disease is favoured.

7. *Spraying is a preventive measure, not a cure.*

E. J. McWeeney, M.A., M.D.,
Lecturer, Albert Farm,
Glasnevin, Dublin.

4–4–98.

Instructions for Spraying.

A mixture of pure Copper Sulphate (Bluestone) and pure unslaked lime and soft water when properly applied will in large measure prevent loss from the potato blight.

The experience gained by dressing potatoes with this mixture on the Model Farms of the Commissioners of National Education, and also upon the farms of Agricultural National Schools, has established the efficiency of the dressing as a preventive of potato blight.

Care must be taken to procure the Copper Sulphate pure. It is frequently adulterated with iron sulphate which, if used, would injure the potato crop.

A guarantee of the purity of Copper Sulphate should be had from the person who sells it.

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Appendix. Section IV. (10.)

Potato Blight.

Great care should be exercised in mixing the materials used in making the mixture for spraying the potatoes, as otherwise failure to prevent the blight may result.

The mixture may be applied to the crop in the case of large areas by a spraying machine drawn by a horse, or by the knapsack spraying machine which is carried on a man's back in the case of small areas. In the latter case the man works a handle which delivers the mixture in a fine spray. The mixture settles on the potato leaves, and the germs of the disease, which are floating about in the air, are killed by the Copper Sulphate when they come in contact with the leaves coated with the mixture. If the Copper Sulphate had not been applied, the germs would settle upon the leaf, and growing there would kill it, and also produce other germs. These germs passing through the soil would cause disease in the potato tubers. If the disease germs are kept from the leaves it may be concluded that there will be no disease in the tubers.

The mixture that is used in France is called "*bouillie*"; it is made of:—

5 lbs. Copper Sulphate.
5 „ good quick lime (not slaked when weighed).
22 gallons of water.

To prepare this mixture:—

Take to the potato field a barrel or wooden tub that will hold 22 gallons; set it in a place convenient for use. Put into the tub 15 gallons of water. In this water put 5 lbs. of finely ground Copper Sulphate and dissolve it thoroughly.

If the Copper Sulphate is not finely ground, the 5 lbs. may be put into a coarse cloth, such as a straining cloth or thin sacking. The cloth should be tied up and hung on a stick placed across the top of the tub or barrel. The Copper Sulphate should be covered by the water; it will dissolve slowly. The mixture of Copper Sulphate may be stirred with a piece of wood, but not with a metal implement. The introduction of metal would weaken the mixture. Put the 5 lbs. of unslaked lime into a vessel and pour on it a small quantity of water sufficient to slake it; allow it to become a fine powder. Then put it slowly into a vessel that will hold seven gallons of water; keep the water and lime mixture well stirred. Pour the water and lime mixture slowly through a strainer into the tub which holds the Copper Sulphate and water, stirring the mixture of lime, Copper Sulphate, and water as it is being made. Do not allow any of the unslaked lime or small stones that may be in the lime to go into the Copper Sulphate tub.

To apply the mixture to the Crop:—

The 22-gallon tub now contains a bright blue fluid which is the "*bouillie*."

If entire success is to be obtained, spraying the crop with the mixture must be done before the disease appears.

If the weather—towards the end of June—be dark, foggy, warm, and rainy, potato blight may be expected.

If this condition of weather exists, the spraying should be commenced on a day when it is not raining.

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Appendix.
Section IV.
(b.)
Potato Blight.

The mixture, as prepared, may be put into the Knapsack Sprayer, and be carried upon the back of a man.

The spray of the mixture must be applied to the potato leaves by working the handle of the machine in such a way that all the leaves are covered with a fine coating of the mixture.

When the machine is being used there should be a thick mist of spray floating about like a fog amongst the leaves.

A boy should have a can full of mixture ready to re-fill the machine as soon as it is empty, so that the man who carries the machine may not have to walk back to the tub.

The mixture in the tub should be well stirred with a stick before a fresh supply is taken from it, as it is the mixture, as a whole, that is useful.

The directions sent with each machine as to working it should be very carefully attended to.

If rain should fall within twenty-four hours after the spraying, especially if it has been done in damp weather, the spraying should be done over the crop again.

If the weather—at the end of June and up to the middle of July—be hot, dry, and quite settled, there will not be the necessity for spraying until there is a change to damp "close" weather.

It will be advisable to give a second spraying to the crop within twenty days.

About 150 gallons of the mixture will be sufficient to spray an English acre for each time the spraying is done—this will be about 245 gallons for the Irish acre.

Upon all farms where potatoes are grown a supply of the Copper Sulphate and lime should be kept, although it may not be required for immediate use. The Copper Sulphate will keep good during any length of time.

The cost of materials for spraying will, of course, vary from time to time according to the price of Copper Sulphate.

It has been found that the total cost of the mixture is about 5*s.* per statute acre.

The cost of the Copper Sulphate should not be more than 3*d.* per lb. for pure material; the cost of lime is very small.

The Knapsack Spraying Machines are at present sold at about 35*s.* each.

Experiments have shown that vegetables, sprayed as above described, may be eaten by farm animals without risk to life.

THOMAS CARROLL,
Superintendent of the Agricultural Department
of National Education.

NOTE.—The Commissioners of National Education request that this Circular be exhibited in a prominent position in the school room, and that the teacher shall make the subject matter of it known as widely as possible in the neighbourhood of the school.

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Appendix.
Section IV.
(11.)

(11.) TABLES OF EXPERIMENTS.

ALBERT MODEL FARM, GLASNEVIN.

Experiments.

TABLE I.—RESULT of the USE of VARIOUS ARTIFICIAL MANURES applied as TOP-DRESSING to MEADOW LAND. (Manure applied 22nd March, grass was cut and weighed 28th June, 1897).

Number of Plot.	Manure.	Quantity applied per Acre.			Yield of Grass per Acre.			
		C.	Q.	LBS.	T.	C.	Q.	LBS
1	No Manure, ...	—			6	11	1	25
2	Basic Slag, ... Kainit, ...	1 1	2 2	6 0	10	12	3	12
3	Mineral Superphosphate, . .	2	0	0	9	14	1	4
4	Basic Slag, ...	3	0	0	7	5	2	24
5	Sulphate of Ammonia, . .	1	1	0	10	4	1	4
0	Basic Slag, ... Kainit, ... Sulphate of Ammonia, . .	1 1 1	2 2 1	0 0 0	13	2	2	12
7	Mineral Superphosphate, . . Sulphate of Ammonia, . .	2 1	0 1	0 0	10	1	1	20
8	Basic Slag, ... Sulphate of Ammonia, . .	3 1	0 1	0 0	7	11	1	20
2	Nitrate of Soda, . . .	1	1	0	11	11	1	20
10	Basic Slag, ... Kainit, ... Nitrate of Soda, . . .	1 1 1	2 2 1	0 0 0	12	0	0	0
11	Mineral Superphosphate, . . Nitrate of Soda, . . .	2 1	0 1	0 0	10	0	0	0
12	Basic Slag, ... Nitrate of Soda, . . .	3 1	0 1	0 0	8	8	2	8

ALBERT MODEL FARM, GLASNEVIN.

TABLE II.—EXPERIMENTS in BARLEY GROWING, seed sown 22nd April, 1897.

Plot.	Variety.	Area of Plot.	Yield per Plot.	Yield per Acre.
		Perches.	Stones.	Stones.
1	Hallott's Pedigree, . .	37·4	53	220·7
2	Saale, ...	"	42·5	181·6
3	French, ...	"	51	213
4	Chea Chilian, . . .	"	48	205·3
5	Power's Montane, . . .	"	52	222·5
6	Montane, . . .	"	47	201

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ALBERT MODEL FARM, GLASNEVIN.

Table III.—Results of Experiments in the Use of Spraying Mixtures applied to Potatoes, 1897.

Variety	Strawsonite.				Harrington's.				No Dressing.				Own Mixture.			
	Marketable.	Small.	Diseased.	Total Yield per Acre.	Marketable.	Small.	Diseased.	Total Yield.	Marketable.	Small.	Diseased.	Total Yield.	Marketable.	Small.	Diseased.	Total Yield per Acre.
	T. C. Q. L.	C. Q. L.	C. Q. L.	T. C. Q. L.	T. C. Q. L.	C. Q. L.	C. Q. L.	T. C. Q. L.	T. C. Q. L.	C. Q. L.	C. Q. L.	T. C. Q. L.	T. C. Q. L.	C. Q. L.	C. Q. L.	T. C. Q. L.
Dufferin, . .	15 17 1 7	46 3 21	3 3 17	16 14 1 17	13 1 3 0	16 3 6	3 3 1	16 14 3 1	15 1 2 7	55 1 10	4 1 12	10 3 3 1	17 3 1 3	38 3 7	Nil.	19 3 1 18
Beauty of Bute,	11 3 3 23	32 2 14	16 1 7	12 3 0 16	8 16 3 19	19 3 27	13 3 3	11 3 3 16	8 17 3 10	38 3 7	6 3 8	11 2 3 6	12 1 6 23	30 1 10	2 1 13	14 2 2 10
Clarke's Main Crop.	8 3 3 18	39 3 17	4 3 8	9 17 0 19	7 4 2 16	21 6 6	3 1 21	8 11 1 7	4 3 3 6	42 2 0	6 6 3	6 14 6 0	3 3 6 20	21 6 6	3 3 8	10 10 3 25
Moynalty King.	3 7 2 13	30 3 26	14 6 22	10 2 3 3	7 10 3 8	13 2 0	21 6 0	11 4 1 8	3 10 3 17	40 2 3	10 3 14	8 3 3 4	3 18 2 17	36 1 10	3 3 4	3 3 3 4
Wonder, . .	6 3 1 10	40 2 3	21 3 0	12 2 3 24	2 3 1 21	16 1 10	21 3 0	10 17 3 2	7 3 3 0	48 3 0	30 3 14	10 3 1 16	3 10 3 21	43 3 0	27 2 21	10 3 2 14
Average yield,	10 1 2 27	30 2 21	13 2 3	12 14 1 20	9 2 1 2	36 2 8	15 1 27	11 12 3 6	7 17 1 8	10 2 20	2 1 18	11 6 3 22	10 3 6 5	34 2 3	3 3 27	12 12 3 10
Percentage, .	75·30	15·58	9·12	—	78·2	15·1	6·7	—	76·1	19·6	4·3	—	86·0	10·6	3·0	—

C

Appendix.
—
Section IV.
(II.)
—
Experiments.

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Appendix.
Section IV.
(D.)
Experiments.

ALBERT MODEL FARM, GLASNEVIN

TABLE IV.—EXPERIMENTS in FEEDING SHEEP on ARTIFICIAL FOODS, 1897.

No. of Sheep in each Plot.	Feeding			Weight of Sheep when put on.	Weight of Sheep when taken off.	No. of days on.	Increase	Yield of Grass per Plot.
	Artificial Food.		Turnips and Hay.					
		LBS. OZS.		C. Q. LBS.	C. Q. LBS.		C. Q. LBS.	C. Q. LBS.
6	Indian Corn, . .	7 12	Ad libitum,	6 0 21	7 0 21	46	1 0 0	32 1 23
6	Cotton Cake, . .	6 1	Ad libitum, .	6 0 21	7 0 21	46	1 0 0	48 0 0
6	Linseed Cake, . .	6 0	Ad libitum, .	7 0 7	8 0 0	46	0 3 21	42 0 26
6	Nil, . .	—	Ad libitum,	7 1 14	8 0 21	46	0 3 7	23 1 10

ALBERT MODEL FARM, GLASNEVIN.

Appendix.
Section IV.
(II.)
Experiments.

TABLE V.—RESULT of the USE of VARIOUS ARTIFICIAL MANURES applied to GRASS PLOTS in EXPERIMENTAL GROUND. (Manure applied on 29th March. Grass was cut, 12th July, 1897. Area of each Plot, five square perches).

No. of Plot.	MANURE.	Quantity Applied.		Yield of Grass per Plot.			Yield per Acre.			
		ST.	LBS.	C.	Q.	L.	T.	C.	Q.	L.
1	Sulphate of Soda, ...	1	11	2	0	21	3	10	0	0
2	Peruvian Guano, ...	0	12½	2	3	0	4	8	0	0
3	No Manure, ...	—		2	0	16	3	6	3	12
4	Mineral Superphosphate, . . .	2	1¼	2	1	2	3	12	2	8
5	Common Salt, ...	10	0	1	1	2	2	0	2	3
6	Kainit, ... Sulphate of Ammonia, ... Mineral Superphosphate, . . .	0 0 0	17¼ 2¾ 0¾	2	3	13	4	13	0	16
7	Farm-yard, ...	62	7	6	2	1	8	10	1	4
8	Kainit, ...	3	10½	2	3	23	4	14	1	4
9	Sulphate of Lime, ...	9	0	2	3	27	4	15	2	24
10	No Manure, ...	—		2	0	4	3	5	0	16
11	Nitrate of Soda, ...	0	12	3	1	1	5	4	1	4
12	Sulphate of Ammonia, ...	0	8¼	3	2	1	4	0	1	4
13	Quick Lime, ...	4	0	2	2	0	4	0	0	0
14	Kainit, ... Mineral Superphosphate, . . .	1 1	12½ 0¾	3	3	1	6	0	1	4
15	Nitrate of Soda, ... Mineral Superphosphate, . . .	0 1	6 0¾	4	0	1	6	3	1	4
16	Sulphate of Ammonia, ... Mineral Superphosphate, . . .	0 1	4½ 0¾	3	1	3	5	4	3	12

ALBERT MODEL FARM, GLASNEVIN.

TABLE VI.—RESULTS of EXPERIMENTS in the PLANTING of POTATOES, whole or in parts.

—	Number of sets planted.	Weight of sets.		Length of Drills	Market-able.	Small.	Dis-eased.	Total Yield	Total Yield per Acre.			
		LBS.	OZ.		LBS.	LBS.	LBS.	LBS.	T.	C.	Q.	L.
Large Potatoes, whole,	22	16	14	Two Perches.	44	10	¼	54¼	13	15	1	2
Medium " "	22	7	12		54½	7	1	62½	16	15	2	21
Medium " "	22	7	11		34	6	1½	41½	10	9	3	13
Medium " cut,	22	3	13		34	5½	Nil.	39½	9	19	2	1

Appendix.
Section IV.
(II.)
Experiments.

MUNSTER MODEL FARM, CO. CORK.

TABLE VII.—EXPERIMENTS AS TO BARLEY GROWING—1896 AND 1897.

Several varieties of barley were grown in 1896 to find if any should excel in quality and productiveness, and so be most suitable for this soil and climate The same varieties were grown in 1897. The result so far has not been at all decisive. Last season was not favourable, and the crop in this locality was in most instances unprofitable. The average yield on this farm was only 65·1 per cent. of the crop in 1896.

One variety, Saale, which was lowest in produce in 1896, made a slight increase in 1897, and so comes first in yield that year. The grain brought the highest price for malting barley, the Saale variety being a shade over the others in quality, and Golden Melon decidedly the lowest. The experiment will be repeated in 1898.

The following table shows the yield per acre of marketable grain in each year:—

Variety.	1896.			1897.		
	Cwt.	Qrs.	Lbs.	Cwt.	Qrs.	Lbs.
Hallett's Pedigree,	24	0	12	18	1	16
Saale,	20	0	5	20	3	13
Webb's Kinver,	23	1	10	18	2	0
Chilian,	25	2	13	15	3	24
Montana,	26	3	14	14	0	26
Golden Melon,	23	0	0	12	1	18
French,	23	3	5	8	1	10

MUNSTER MODEL FARM, CO. CORK.

TABLE VIII.—POTATO EXPERIMENTS.

The following varieties of potatoes were grown under similar conditions, and produced the following quantities of sound marketable tubers per acre:—

Variety of Potato.	Yield per Acre.	
	Tons.	Cwt.
Champions,	10	14
Lord Dufferin,	12	17
Beauty of Bute,	10	10
Bruce,	11	2¼
Up to Date,	12	4
Jenny Deane,	6	17

(12).—SYLLABUS OF ANNUAL LECTURES.

Appendix.
Section IV.
(12.)

Syllabus of Lectures.

I.—SYLLABUS OF LECTURES ON AGRICULTURAL CHEMISTRY and GEOLOGY.

SIR CHARLES CAMERON, M.D., &c.

LECTURE I.—Definition of chemistry. Matter indestructible. Conversion of the forces of nature into each other. The elements of matter.

LECTURE II.—Atoms. Atomic laws. Relation between specific heats and atomic weights. Quantivalency. Molecules.

LECTURE III.—Chemical nomenclature and notation. Chemical formulæ.

LECTURE IV.—Acids, bases, and salts. Allotropy. Isomorism. The periodic law.

LECTURE V.—The physical properties of gases. The laws of Boyle, Gay-Lussac, and Avogadro. Vortex theory. Diffusion. Occlusion.

LECTURE VI.—Oxygen: its proportics and preparation. Respiration.

LECTURE VII.—Hydrogen: its properties and preparation.

LECTURE VIII.—Water. Proportion of water in different kinds of plants. Various sources of potable water. Distillation of water. Action of water on metallic oxides. Water of constitution and crystallization. Hydroxyl.

LECTURE IX.—Distillation of water. Chemical examination of water. Methods of storing and filtering water. Its action upon metals.

LECTURE X.—Nitrogen: its preparation and properties. The atmosphere. The air pump and its uses.

LECTURE XI.—The five oxides of nitrogen. Preparation and properties of nitrous oxide.

LECTURE XII.—Nitrous and nitric acids: they are formed by the agency of micro-organisms. Nitric acids the chief source of the nitrogen of vegetation. Nitrogen tetroxide.

LECTURE XIII.—Ammonia: its sources. Ammoniacal liquor from gas works. Preparation and properties of ammonia.

LECTURE XIV.—Ammonium and its compounds. The compound ammonias. Value of ammonia to plants.

LECTURE XV.—Carbon: its existence free, as the diamond and graphite. Remarkable properties of the diamond. Graphite and its uses. Amorphous carbon. Preparation of charcoal. Absorption of gases by charcoal. Uses of animal charcoal in destroying colouring matter.

LECTURE XVI.—Carbon dioxide: its occurrence free and combined. Immense quantities of it in nature. Its preparation and properties.

LECTURE XVII.—Carbon monoxide: its preparation and properties. Produced in large quantities in limekilns, furnaces, &c. Action on red-hot iron. Carbon monoxide a deadly poison.

LECTURE XVIII.—Compounds of carbon with hydrogen. Methane, ethane, ethylene, and acetylene. Coal gas. Hydrocarbons.

Appendix.

Section IV. (12.)

Syllabus of Lectures.

Lecture XIX.—Combustion. Nature of flame. Incandescence. The Bunsen burner. Chemistry of a candle. Illuminating gas can be taken from a candle flame.

Lecture XX.—Sulphur: occurs (1) free, (2) as sulphides, (3) as sulphates. Properties of sulphur: its allotropes. Remarkable action of heat upon sulphur.

Lecture XXI.—Sulphur dioxide: its preparation and properties. Sulphur trioxide: its action of water. Sulphuric acid, how prepared. Properties and uses of sulphuric acid. Pyrosulphuric acid. Sulphuretted hydrogen.

Lecture XXII.—Phosphorus: never found free. Its wide distribution. Present in all fertile soils. Preparation and properties of phosphorus. Allotropic phosphorus.

Lecture XXIII.—Phosphorus pentoxide and its compounds with water. Ortho-, pyro-, and meta-phosphoric acids.

Lecture XXIV.—Phosphates. Mineral phosphates. Preparation and uses of "Superphosphate of lime." Phosphorous and hypophorous acids. Phosphorus trihydride.

Lecture XXIV.—Chlorine: its properties and preparation. Oxides of chlorine.

Lecture XXV.—Iodine: its preparation and properties. Oxides of iodine.

Lecture XXVI.—Bromine: its preparation and properties. Compounds of hydrogen with chlorine, iodine, and bromine. Aqua regia. Fluorine: its powerful affinities. Isolable with difficulty: its properties. Fluoric acid: its action on silicates. Boron and boric acid.

Lecture XXVII.—Silicon. Silicon dioxide—the most abundant substance in the crust of the globe. Silicic acids. Soluble glass.

Lecture XXVIII.—Chemical changes in germination. The food of plants. Constituents of vegetables. Carbohydrates (cellulose, pentosans, starches, sugars, &c.). Proteids. Fats. Mineral matter.

Lecture XXIX.—Manures: why they are required. Farm-yard manure: how to store and apply it. Liquid manure often wasted. Forms in which nitrogen is supplied to plants. Free nitrogen taken up by micro-organisms and transferred to plants. Manures suitable for various crops.

Lecture XXX.—Animal chemistry. How heat and energy are maintained in animals. Different action of animals and plants on the atmosphere. Feeding of farm animals. Chemistry of milk and its products.

GEOLOGY.

Lecture XXXI.—Figure of the Earth: its density and internal heat. Distribution of land and water. Shearing and crumpling of the Earth's surface. Formation of mountains. Constituents of rocks; silica, alumina, and calcium carbonate the most abundant. Potassium and its distribution in rocks and soils. Kainit and its uses in agriculture. Potassium salt.

Lecture XXXII.—Sodium and its occurrence in rocks and soils. Native deposits of sodium nitrate: use of it in agriculture. Rock salt.

Lecture XXXIII.—Magnesium. Great variety of magnesian minerals in rocks. Dolomites. Asbestos. Steatite. Magnesium salts

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Appendix.
Section IV.
(12.)
Syllabus of Lectures.

Lecture XXXIV.—Calcium. Immense quantities of limestones. Preparation of lime from limestones. Action of water upon quicklime. Importance of lime in agriculture.

Lecture XXXV.—Calcium salts. Gypsum. Baryta and strontia.

Lecture XXXVI.—Aluminium. Alumina, the basis of clay. Porcelain, fire, and brick clays.

Lecture XXXVII.—The alums. Silicates of alumina, cryolite.

Lecture XXXVIII.—Iron and its ores. How iron oxides in soils benefit plants. Ferric oxide the chief colouring matter of rocks and soils. Ferrous and ferric salts. Excess of ferrous salts injurious to plants. Manganese as a rock constituent.

Lecture XXXIX.—Rock-forming minerals. Quartz. Felspars, micas, hornblende, talc, augites, pyroxenes, olivine, chlorite, pyrophyllite. Acid and basic rocks. Igneous rocks.

Lecture XL.—Granites and granitoid rocks. Syenite. Granite formed below the surface of the earth Soils of granite regions.

Lecture XLI.—Eruptive rocks. Diorites and dolerites. Basalt. The Giant's Causeway. Soils from eruptive rocks. Volcanoes.

Lecture XLII.—Stratified rocks. Forces by which rocks are eroded and broken up. Action of frost, oxygen, carbonic acid, rain, waves, &c. How rocks are formed out of debris of other rocks. Elevation of ocean beds.

Lecture XLIII.—Various kinds of strata. Effects produced on stratified rocks by intrusion of igneous rocks. Dykes, faults. Over, and under-thrust rocks. Archæan and metamorphic rocks; the soils formed from them.

Lecture XLIV.—Primary cycle. Cambrian, Ordovician, and Silurian systems; agricultural capabilities of these soils.

Lecture XLV.—The Devonian system. The Old Red Sandstone. The mountain limestone.

Lecture XLVI.—The millstone grit and the coal measures.

Lecture XLVII.—The Mesozoic cycle. Permian systems. Magnesian limestone. Triassic rocks. The lias. Oolites, soils of the.

Lecture XLVIII.—The Cretaceous system. The Wealden greensand chalk. Soils formed from the rocks of the Mesozoic cycle.

Lecture XLIX.—The tertiary and quarternary cycles. Eocene, Miocene, Pliocene, and Post-Pliocene rocks. The Glacial Age. Denudation. Boulders and boulder clay.

Lecture L.—Soils—sedentary and alluvial. Composition of soils. How plants obtain nourishment from the soil. Action of roots of plants upon the soil. Improvement of soils.

Text Books Recommended.

Johnston's Agricultural Chemistry and Geology.—*Messrs. Blackwood and Sons, Edinburgh.*

Cameron's Agricultural Chemistry and Geology.—*Messrs. Hodges and Figgis, Dublin.*

For Advanced Students.

Geikie's Geology.
Tilden's Chemistry.

Appendix, Section IV. (12.) Syllabus of Lectures.

II.—SYLLABUS of VETERINARY LECTURES.

MR. CHARLES STEEL, F.R.C.V.S.

I. Introduction.—Illustrations of life being saved by prompt treatment. Instances of application of hygiene. Technical terms *mentioned* but explained; knowledge of plain terms *insisted* upon. Medicine surgery, anatomy, physiology described.

II., III. General principles of breeding farm animals.

IV., V., VI., VII. Accidents connected with breeding *previous* to birth. Mechanical and other assistance *at* birth. Accidents *after* birth.

VIII., IX. Diseases *consequent* on breeding. Operations connected with breeding animals.

X. Anatomical and physiological description of digestive organs of horses.

XI. Anatomical and physiological description of digestive organs in ruminants.

XII. "Hoven" in cattle, "choking" in cattle, horses, &c.

XIII. Diseases of stomach in cattle and horses.

XIV. "Colic" in cattle and horses.

XV. "Enteritis" in horses and cattle.

XVI. Poisoning of horses and cattle.

XVII. "Diarrhœa," "super-purgation," "dysentery" in horses, cattle, &c.

XVIII. "Diarrhœa" in sheep, lambs, and calves, "constipation," "herniæ."

XIX. Anatomy and physiology of liver, spleen, and pancreas.

XX. Diseases of the liver.

XXI. General anatomical and physiological demonstration of an animal.

XXII. Description of skeletons, including conformation (cranium, nasal cavities, tissues, &c.)

XXIII. Skeletons to end of vertebræ.

XXIV. Conformation, anatomy, &c., of chest.

XXV. Description of fore and hind limbs of horses, cattle, &c.

XXVI. Ligaments, exostoses, splints.

XXVII. Spavins, ring-bones, side-bones.

XXVIII. Anatomy and physiology of foot (horse, cattle, &c.)

XXIX. Principles of shoeing.

XXX. Shoeing horses.

XXXI. Sprains, accidents to feet, &c.

XXXII., XXXIII. Various causes of lameness ("Navicular disease," "Laminitis," &c.)

XXXIV. Teeth, dentition, disorders of teeth.

XXXV. "Catarrh" cough.

XXXVI. "Laryngitis," "roaring" in horses.

XXXVII. "Bronchitis," "broken wind," "pneumonia," "pleurisy."

XXXVIII. Circulation, disorders of blood vessels.

XXXIX. Hæmorrhage and wounds.

XL. Practical demonstration in yard, comprising handling of animals, methods of restraint, &c.

XLI. General description of blood diseases.

XLII. "Tuberculosis" in all animals.

XLIII. "Anthrax" and "black quarter."

XLIV. Swine fever.

XLV. "Pleuro-pneumonia," "eczema epizootica," "influenza."

XLVI. "Strangles" and "pink eye" in horses, "rabies" in dogs.

XLVII. General description of parasitic diseases, "sheep rot."

XLVIII. "Filaria bronchi" in calves and lambs, "lamb disease," "sturdy" in sheep.

XLIX. Anatomy and physiology of skin, "mange" in horses, "scab" in sheep.

L. "Ringworm," "foot rot," &c.

Hygiene specially and prominently considered in every case.

TEXT BOOKS RECOMMENDED.

FitzWygram on "Horses and Stables." *Longmans & Co., London.*

"Our Domestic Animals in Health and Disease."—(2 vols.) Gamgee *Maclachan & Stewart, Edinburgh.*

Steel on the Ox, }
Steel on Sheep, } *Longmans & Co., London.*

Youatt on Cattle (*latest edition*, 1889.)

Youatt on Sheep (*latest edition*, 1890.)

III.—SYLLABUS OF LECTURES ON BIOLOGY, ZOOLOGY, AND NATURAL HISTORY.

MR. E. J. MCWEENEY, M.A., M.D.

I. *Introductory.*—Meaning of the words *Biology*, *Zoology*, and *Natural History*—distinction between animals and plants—*shapes* of animals and of their organs—*functions* of animals, and how they discharge them—enormous *numbers* of animals that are living or have lived on the earth—how *classification* helps us to learn something about all of them—*divisions* of the animal kingdom—*distribution* of animals in space and time—*practical advantages* derivable by the agriculturist from a knowledge of natural history.

Appendix.
Section IV.
(12.)
Syllabus of Lectures.

II. Nature and functions of the animal cell—the lowest and simplest animals made up of one cell only—next lowest of several cells, all alike, and capable of coming asunder—higher animals composed of vast numbers of different sorts of cells, each of which does its own special work, and that only. *Protozoa*—divisions—"root-footed" animals—animalcules, how they move—where we can find them—how to see them—practical use of a simple form of microscope—demonstration of animalcules in water, procured by one of the pupils from a ditch on the farm. *Foraminifera* and *Radiolarians*—the part they take in building up the crust of the earth—*parasitic Protozoa*, and diseases they may cause—ague in man—*coccidiosis* of rabbit, &c.—"red-water" or Texas fever of cattle.

III. Brief outline of the structure, function and distribution of various kinds of animals which, though not directly concerning the agriculturist, yet occupy important places in the economy of nature—*sponges—jelly-fish—corals* and coral-reefs—*star fishes—sea-urchins.*

IV. *Worms*—their kinds and characters—how important to the agriculturist — *wheel-animalcules* — *parasitic worms*, and *free-living worms—Cestodes* or *tape-worms*—their wonderful life-history—how they injure their host.

V. *Tape-worms* continued—their different kinds—the animals affected by them—some notion how to prevent or cure the disease they occasion—demonstration of specimens from the collection at the Farm.

VI. and VII. *Fluke-worms*—complexity of their life history—domestic animals they attack, and how to prevent them—*hair-worms* and *thorn-headed worms—thread-worms*, their numerous kinds, and the damage they do to man, farm-stock and cultivated plants—eel-worm-disease of corn, clover, beet—its prevention—demonstration of specimens from the farm collection.

VIII. *Free-living worms--annelids—leeches*—the common *earth-worm*—its structure, and the important work it does.

IX. *Joint-footed animals*—great numbers and importance of the animals in this division—the points they all have in common, and the characters that separate their four great sub-divisions—*crabs* and *lobsters—spiders, scorpions,* and *mites—centipedes* and *millipedes—true insects.*

X. *Crustacea*—their structure and divisions—lobsters, cray-fish, crabs, shrimps, prawns—hermit crabs, land crabs, king crabs, woodlice, barnacles, &c.

XI. *Arachnids*—their structure and divisions—*mites* and *ticks*—how important to the agriculturist—various diseases of farm-stock and poultry due to these animals—prevention. *Spiders*—their curious habits, and remarkable "instincts"—*scorpions*—"*harvestmen,*" &c.

XII. *Centipedes and Millipedes.*—General ideas on the relations of insects to the other groups of the joint-footed sub-kingdom. (Insects are dealt with by Mr. Moore).

XIII. *Molluscs and their relations.*—Structure, characters, and divisions of their sub-kingdom—bivalve shellfish—*oysters, mussels, cockles—snails* and *slugs*—their unsymmetrical body and curious habits—their importance to the agriculturists—how to prevent their ravages.

XIV. *General review of the backboneless animals and their relation to the vertebrata or backboned animals.*—No hard and fast line really to be drawn between the two great divisions—general characters of the Vertebrata.

XV. and XVI. *General characters of the Vertebrata continued.*—The skeleton and its composition—homology and analogy—digestive, respiratory, circulatory, nervous, locomotive and reproductive systems.

XVII. *Fishes.*—Their structure, habits, and divisions.

XVIII. *Our native food-fishes.*—Their conservation, diseases, and how to prevent them—some idea of pisciculture.

XIX. *Amphibians and reptiles.*—Not many sorts in Ireland—structure of the common *frog.*

XX. and XXI. *Birds.*—Their characters, habits, and kinds—our food and game birds.

XXII.—*Mammals.*—Their structure and kinds—lower orders of mammals—*duck-moles, ant-eaters, kangaroos, opossums, whales* and *dolphins,* &c.

XXIII., XXIV., XXV., and XXVI. *Mammals continued.*—Hoofed animals—odd-toed and even-toed. Those that chew the cud, and those that do not—our most important farm animals—natural history of the *horse—ass, ox, sheep, goat, deer,* &c. Flesh-eating animals—Dogs and cats—gnawing animals—*elephants*—insect-eating animals—man-like animals—conclusion of natural history.

XXVII. *Structure and characters of Fungi.*—Their divisions and kinds—*mushrooms,* edible and poisonous—*pore-bearing fungi*—how they damage our forest-trees—*disc-bearing fungi*—diseases they produce in certain crops.

XXVIII. and XXIX. *The lower Fungi.*—Parasitic forms—the important diseases of our food-plants which they produce—*rust, smut, mildew* and *mould*—the disastrous effect of *potato-blight* in this country—how vitally necessary it is to properly understand the value of this and similar diseases, and how to prevent them—spraying and other preventive measures.

XXX. *Yeasts and Bacteria.*—The lowest *Fungi*—the *rôle* of *Bacteria* on the farm—useful in the soil—nitrification—fixation of atmospheric nitrogen—the part they play in the body of man and animals as disease-producers—the work they do in the dairy, useful and hurtful.

TEXT BOOKS RECOMMENDED.

I. On *Zoology*—Nicholson, "Introductory Text-Book of Zoology," *London and Edinboro', Blackwood*; Ritzema Bos, "Agricultural Zoology," translated by Ainsworth Davis, *London, Chapman and Hall,* 1894; Fream, "Elements of Agriculture," Pt. III., *London, John Murray,* 1892.

II. On *Fungi*—Fream, "Elements of Agriculture," chapter xvii. For more advanced study, Von Tubeuf and Smith, "Diseases of Plants caused by Cryptogamic Parasites," *London, Longmans,* 1897.

III. On *Bacteria.*—Von Frendenreich, "Dairy Bacteriology" *London, Methuen,* 1895; "Principles of Modern Dairy Practice," by Grotenfelt, *New York, Wiley,* 1894.

Appendix.
Section IV.
(12.)
Syllabus of Lectures.

IV.—SYLLABUS OF LECTURES on BOTANY and ENTOMOLOGY.

Mr. F. W. MOORE, A.L.S., M.R.I.A.

I. Introductory. Object of lectures. Life-history of living organisms. Growth, what it is. Reproduction. How plants live and grow. The green colour of plants. Effect of external influences on plant life. Importance of knowing how plant is constituted. Protoplasm. Simplest forms of plants. The vegetable cell. Organs of plants. Functions of these organs.

II. The vegetable cell. What it is. Size of cell. Parts of cell. Structure of cell. The cell wall, its nature and properties. Growth of cell wall. Changes in cell wall. Thickening of cell wall. How cell wall remains permeable to water. Markings on cell wall. Staining of cell wall. Contents of cell. Protoplasm, its nature and functions. Nucleus. Cell division and cell growth.

III. Plastids, their nature and functions. Kinds of plastids. Where found. Chloroplastids. Importance in life of plant. How found. Increase in number. Leucoplastids. Difference in functions. Their work in the life of the plant. Chromoplastids. Cell sap. Presence of water in plant. Whence obtained. Not pure water, various substances held in solution. Colouring matters. Starch. Chemical composition of starch. Importance of starch—how formed. Sugars, fats, oils, mineral matters.

IV. Cell combinations. How cells combine. Building up of plant body. Formation of tissues. Cell walls of tissues. Intercellular spaces. Kinds of tissue. Meristem. Nature of cells composing meristem. Where meristem is found. Kinds of meristem. Importance of meristem in life of plant. Changes in meristem.

V. Permanent tissues. Changes in shape of cells. Kinds of permanent tissue. Effect of changes in economy of plant life. Systems of tissues. The complete plant. Secondary growth in thickness.

VI. Organs of plants. The root. Nature of root. Functions of root. Structure of root. Absorptive part of root. Extent of root. Branching of root. Growth of root. Skin of root. Effect of root pruning. Effect of transplanting young trees. Treatment of roots in cultivation. Effect of medium in which roots grow. Adventitious roots.

VII. The stem. First appearance of stem. Further development of stem. Functions of stem. Nodes and internodes. Internal structure of stems. Kinds of stems. Growth of stem. Formation of wood. Buds. Nature of buds. Kinds of buds. Effects of pruning trees, (*a*) for timber, (*b*) for fruit.

VIII. Underground stems. Bulbs. What bulbs and tubers are. Effects of cultivation. The potato. The leaf. Mode of origin. Mode of growth. Nature of parts. Microscopic structure.

Appendix.
Section IV.
(12)
Syllabus of Lectures.

IX. The leaf continued. Parts of leaf; the leaf stalk; the leaf blade. The skin of the leaf. Stomata. Importance of keeping leaf clean. Venation of leaf Functions of veins. Arrangement of leaves on plant. Simple and compound leaves. Duration of leaf Deciduous plants. Evergreen plants. Submerged leaves. Leaves modified to perform special functions.

X. The inflorescence. Parts of a flower. The flowering shoot. Bracts. Kinds of bract. Kinds of inflorescence.

XI. The flower. A complete flower. The receptacle. The calyx; its functions; its parts The corolla, its functions, its parts. Modifications in structure to secure fertilisation. Nectaries and nectar. Visits of insects.

XII. The stamens. Parts of a stamen The filament. The anther. Structure of anther. Development of anther. Changes during growth. Formation of pollen. Structure of pollen. Kinds of pollen. Dehiscence of the anther. How pollen is transferred. The pollen tubes. Pollen of Scotch fir. Pollen of grasses.

XIII. The pistil. Carpels. Parts of a carpel. General structure of a carpel. Sutures. Apocarpous and syncarpous pistils. Placentation. The ovule. Structure of ovule. Ovule when ready for fertilisation. Ovule after fertilisation. How fertilisation takes place.

XIV. The fruit. Changes in flower after fertilisation. How various fruits are formed. Ripening of fruits. Dehiscence of fruits Contrivances for protecting fruits, for distributing fruits Changes in fruits under cultivation Effect of selection and cultivation on fruits. Effect of soil and exposure on fruits.

XV. The seed. Changes in the ovule after fertilisation. Development of the embryo. Structure of the embryo. Endosperm and perisperm. Density of seed. Light and heavy seed Ripening of seed. The seed coat. Vitality of seeds. Contrivances for the distribution of seed. Seed sowing.

XVI. The life of a plant. How plants feed. What plants are composed of. What water culture tells. The elements necessary for the life of a plant. Effect of these elements on the various functions of plant life. Sources from which plants derive their food.

XVII Mutual beneficial relationship between living organisms. Symbiosis. Root absorption. The ash of plants. Substances vary in ash of different plants. Variation not accidental. Manures for different crops. Excess of some elements found in plants poisonous. Effect of poison on roots of plants. Apparent selective power of roots. Dissolving power of roots.

XVIII. How plants absorb water. Osmose and diffusion. Effect of protoplasm. Continuity of protoplasm. How sap reaches the vessels. Ascent of the sap. Wounds bleeding. How plant food is prepared. Action of chlorophyll grains. First products. Conditions necessary for work of chlorophyll grains. Storing away of surplus food. Action

Appendix.
Section IV.
(12)
Syllabus of Lectures.

of leucoplastids. Where food is stored. Rapid growth in spring. Transpiration. How excess of water is disposed of. Amount of transpiration.

XIX. Respiration. All living parts must breathe. Assimilation and metastasis. Effect of light. The plant in darkness. Germination. Conditions necessary for germination. Why water is necessary. Why atmospheric air is necessary. Chemical changes in germination. Action of ferments. Maximum and minimum temperatures at which seeds grow. Effect of sowing seeds too deeply. Effect of rapid changes in temperature.

XX. Temperature. Effects of excessive heat on plant life. Effects of excessive cold. Light. Dependence of plant life on light. Roots sprouting in darkness. Overcrowded plants. Difference in nutritive value of hard and of soft grown plants. Plants growing towards the light. Movement. Constant movement. Movement in growing parts of plant. Movement of fully grown parts. Irritability.

XXI. Asexual reproduction of plants. Hints from nature. Objects of asexual reproduction. Variation in plants. Hybrid plants. New plants. Cuttings. Kinds of cuttings. Effects of bottom heat. Grafting and budding. Limits within which these operations can be performed. Physiological process. Mechanical safeguards. Effects of grafting and budding.

XXII. Classification of plants. Principles on which plants are grouped. How the vegetable kingdom is divided up. How flowering plants are divided up.

XXIII. Garden Lecture.—Illustrations of some of the principal Agricultural Natural Orders.

XXIV. Garden Lecture.—Illustrations of some of the principal Agricultural Natural Orders.

XXV. Garden Lecture.—The Grass family.

XXVI. Flowerless plants.—Life history of an Alga. Life history of a Fern.

XXVII. Injurious insects. What an insect is. Not spontaneously engendered. Hatched from an egg. Parts of a fully developed insect. How insects breathe. The life history of an insect. Transformations of insects. Larval stage. Frequently injurious in larval stage. Characteristics of larval stage. Caterpillars, grubs, and maggots. Pupal stage. Insects quiescent in pupal stage. Changes which take place. Insects with complete transformations; with incomplete. Imago stage. The perfect insect. Sexual stage. Many insects injurious in this stage. Borers, weevils, cattle flies, etc. Habits of insects.

XXVIII. The various groups or families of insects. Beetles, a very injurious group. Characters of group. The grub stage. Carrion beetles. The chafers. Injurious in grub stage, and in beetle stage. Where, and on what they feed. Where they breed. Means of extermination. Click beetles, and wire-worm. Remedies. The weevils. The turnip flea beetle.

Appendix.
Section IV.
(12.)
Syllabus of Lectures.

XXIX. Butterflies and moths.—Only injurious in one stage. Characters of the group. Life history of the group. The cabbage butterfly. Where eggs are laid. Injury by caterpillars. Effects of syringing the plants. Effects of weak brine. The goat moth. Injury to timber. How trees are injured. Life-history of insect. Buff tip moth Injury to foliage of trees. How caterpillars work. Birds as insect destroyers. Winter-moth Wingless female. Grease bands. Injury to fruit trees. The codlin-moth. Worm-eaten apples. How the caterpillar works. Where eggs are laid. Remedies.

XXX. Flies. Characters of the group. Maggots. The daddy-long legs, or crane fly. Its life history—favourite breeding places. The leather-jacket. How it works. Injury to grass lands, and to various crops. The wheat-midge. Red maggot. Where eggs are laid. How maggot works. The cabbage fly. The mangel fly. Leaf borers. Horse-bot fly. Where eggs are laid. How maggots get into horse. The The ox-bot fly. Injury to hides. How the maggot works Precautionary measures. Sheeps-nostril fly How grubs live and feed. Effect on sheep. Gad flies. Blood suckers. The bee and wasp group Saw flies. Wood borers. Gall flies.

TEXT BOOKS RECOMMENDED.

"Structural Botany—Flowering Plants." D. H. Scott.
Adam & Charles Black, London.

"Elementary Botany." Percy Groom.
George Bell & Sons, London.

"Guide to the Methods of Insect Life." E. A. Omerod.
Simpkin, Marshall, & Co., London.

(13.) Abstract of Reports of Teachers in

Name of School.	Potato Experiments.						
	Variety.	Yield per Acre.			Percentage Diseased.	Quality.	
		T	C	Q		Cooking	Keeping.
TANDRKEY, Co. Armagh	Beauty of Bute,	5	10	0	7	Fair,	Good,
„	Garton,	7	15	0	0	Fairly good,	Good,
„	Moynalty King,	7	0	0	0	Poor,	Middling,
„	Lord Dufferin,	7	0	0	0	Good for Spring	Kept well,
„	Up to Date,	0	0	0	0	Poor,	Fair,
„	Lord Dufferin,	8	0	0	7	Soft,	Kept well,
DRUMBANAGHER, Co. Armagh	Main Crop,	8	0	1	—	Very good,	Good,
„	Beauty of Bute,	8	12	3	—	Excellent,	Very good,
„	Garton,	7	15	0	—	Fair,	Good,
„	Moynalty King,	7	15	3	—	Very fair,	Fair,
„	Up to Date,				No	Return.	
CORMEEN, Co. Armagh	White Elephant,	12	0	0	—	Good,	Good,
„	Blue Flounder,	13	10	0	5	Good,	Fair,
„	Champion,	11	0	0	—	Good,	Good,
„	Bruce,	10	0	0	—	Fair,	Good,
„	Moynalty King,	11	0	0	2	Good,	Good,
„	Beauty of Bute,	14	0	0	—	Good,	Good,
„	Main Crop,	9	0	0	—	Very good,	Good,
„	Lord Dufferin,	10	0	0	6	Good,	Good,
„	Up to Date,	14	10	0	—	Good,	Good,
„	Garton,	11	0	0	—	Bad,	Fair,
PARK, Co. Londonderry	Lord Dufferin,	6	0	0	0	Good,	Kept well,
„	Up to Date,	5	0	0	0	Grand,	Kept well,
„	Garton,	9	15	0	0	Good,	Kept well,
„	Sutton's Seedling,	4	0	0	20	Good,	Kept well,
„	Moynalty King,	4	10	0	0	Fair,	Kept well,
„	Saxon,	4	10	0	0	Good,	Kept well,
„	Wonder,	3	7	2	20	Poor,	Bad,
„	Main Crop,	3	15	0	5	Poor,	Well,
„	Beauty of Bute,	0	1	2	7	Middling,	Well,
„	Market Favourite	3	2	0	18	Good,	Middling,
„	Beauty of Hebron,	4	10	0	8	Good,	Fair,
„	Bruce,	4	10	0	5	Fair,	Well,

Appendix.

Section IV.
(13.)

Potato Culture.

charge of SCHOOL FARMS on Potato Culture.

Remarks.	General Remarks on Crop in District.	Results of Spraying.
Fairly good potato. Popular here.	The lateness of planting and early attack of disease caused a small yield, and the quality generally poor.	Spraying was adopted in a few cases and with good results.
Not much grown yet,		
Many small ones,		
Not uniform size,		
Not good hun,		
Strong rough potato,		
All these varieties of potatoes were absolutely free from disease. I saw them dug and there was not one diseased. Up to Date was destroyed by rats before digging out	The worst crop for many years, owing to early appearance of disease. Those who planted early however had a fair crop.	Spraying not yet adopted in this district.
Up to Date, Beauty of Bute, and Blue Flounders gave best results, but not being a good potato season it is better neither to praise nor to condemn too absolutely.	Potato crop very light this year, being less than one-half of last year	Spraying only adopted in a few cases. Results good.
Fine potato,	Nothing of importance,	Spraying not practised in district.
Best grown,		
Too many small ones,		
Nice potato—tender,		
One-fourth crop smal		
Nice potato,		
No use here,		
One-half small,		
No use here,		
Too tender,		
One-eighth small,		
One-half small,		

Appendix.
Section IV.
(13.)
Potato Culture.

(13.) ABSTRACT of REPORTS of TEACHERS in

Name of School.	Potato Experiments.				
	Variety.	Yield per Acre.	Percentage Diseased	Quality.	
				Cooking.	Keeping.
		T. C. Q.			
BARRATITOPPY, Co Monaghan	Champion,	5 0 0	40	Good,	Poor,
"	Bruce,	3 18 0	30	Poor,	Fair,
"	Imperator,	10 8 3	25	Good,	Middling,
"	Garton,	4 8 0	30	Fair,	Bad,
"	Up to Date,	8 0 0	25	Good,	Poor,
BENBURB, Co Tyrone.	Up to Date,	10 8 3	—	Good,	Good,
"	Beauty of Bute,	8 0 0	—	Good,	Good and firm,
"	Main Crop,	8 0 0	—	Middling,	Good,
"	Garton,	11 0 0	—	Good,	Good,
"	Moynalty King,	8 0 0	—	Poor,	Good,
"	Lord Dufferin,	12 0 0	—	Good,	Good,
"	Myatt's Ashleaf,	8 0 0	—	Good,	Good,
PARKANAUR, Co. Tyrone.	Lord Dufferin,	10 0 0	1	Very good,	Good,
"	Up to Date,	12 0 3	1	Soft,	Good,
"	Moynalty King,	7 0 3	1	Good,	Good,
"	Garton,	3 0 3	1	Good,	Good,
"	Main Crop,	0 0 0	1	Good,	Good,
CLARE, Co Tyrone.	Up to Date,	15 1 0	—	Fair,	Excellent,
"	Wonder,	8 3 3	12	Good,	Good,
"	Saxon,	11 4 3	3	Fair,	Good,
"	Beauty of Bute,	10 10 3	8	Good,	Good,
"	Market Favourite,	8 7 0	25	Fair,	Fair,
"	Moynalty King,	8 14 3	6	Fair,	Good,
"	Garton,	8 9 0	20	Poor,	Fair,
"	Lord Dufferin,	11 5 0	1	Bad,	Good,
"	Main Crop,	8 11 0	3	Good,	Fair,
PARTREEN, Co Clare.	Beauty of Bute,	8 4 0	Nil.	Good,	Good,
"	Up to Date,	6 8 0	"	Fair,	Fair,
"	Main Crop,	5 14 0	"	Poor,	Bad,
"	Garton,	4 8 0	"	Fair,	Poor,
"	Lord Dufferin	7 0 0	"	Fair,	Fair,

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying.
A large percentage diseased owing to wet season.	Potato crop in this district a complete failure, owing to the continued rain of last summer	Spraying not generally carried out, but where it was done there was a decided improvement.
—		
The best cropper, but not good for keeping.		
—		
A very good cropper; but does not keep well.		
A beautiful round potato; no bad ones	Potato crop in this district very good, little or no disease.	Spraying has been adopted by about three-fourths of the farmers, the result being a general improvement.
Medium size, dry and firm, .		
Medium size; rather soft; kept well.		
Abundant crop and large, .		
Few at stalk, but large and soft,		
The very best, round and dry,		
Small, but dry; very early. .		
—	Potato crop below average. Very few diseased potatoes this season. Change of seed gives good results, but it is seldom practised,	Spraying will shortly become universal, owing to the good results obtained by those who have used it.
A few small, haulm strong, .	Fair crop; the spraying increased both the quality and quantity of the tubers.	Spraying becoming more general every year.
Medium size, . . .		
Good size. A few small, .		
Tops medium; ripens early. .		
Tops very small: disease appears early.		
Tubers very large, . .		
Tubers very small, . .		
Tubers medium size, . .		
Tops medium. Tubers not large		
Possesses all round good qualities that recommend it becoming a favourite for general crop.	The prevalence of the rain during summer brought an early appearance of the blight The returns showed that the crop was in growth undersized, with a large proportion of small ones.	Spraying not generally practised as yet in this district. There is a prejudice against experiments of this kind.
Does not appear to possess the all round good qualities to recommend it for general use		
Kidney shaped, and appears unsuitable for general culture.		
A poor cropper growth undersized—cannot be recommended.		
A round rough-skinned variety; a good even cropper. Its great defect is its rapid degeneration in its quality for eating.		

(13.) ABSTRACT of REPORTS of TEACHERS in

NAME OF SCHOOL.	POTATO EXPERIMENTS.				
	Variety.	Yield per Acre.	Percentage Diseased.	Quality	
				Cooking.	Keeping.
		T C Q.			
TUBBER, Co. Clare.	Main Crop, . .	5 15 0	12	Good, . .	Good, . .
" .	Garton, . .	3 5 0	25	Good, . .	Good, . .
" .	Up to Date, . .	4 10 0	20	Bad, . .	Early variety,
" .	Beauty of Bute, .	4 1 0	16	Good, . .	Good, . .
" .	Moynalty King, .	3 17 0	12	Good, . .	Good, . .
" .	Lord Dufferin, .	5 10 0	–	Good, . .	Good
SCROPUL, Co. Clare.	Wonder, . .	9 10 0	2	Fair, . .	Good,
" .	Beauty of Bute, .	7 0 0	8½	Good, . .	Good, . .
" .	Sutton's Seedling, .	6 0 0	2½	Good, . .	Fair, . .
" .	Main Crop, . .	8 10 0	7	Middling,	Good, . .
" .	Saxon, . . .	8 15 0	1	Poor, . .	Poor, . .
" .	Market Favourite, .	7 10 0	·6	Fair, . .	Fair, . .
" .	Up to Date, . .	5 5 6	·7	Good, . .	Fair, . .
" .	Moynalty King, .	6 10 0	1	Poor, . .	Good, . .
" .	Garton, . .	7 0 0	20	Middling.	Good, . .
CLONKEEN, Co Cork.	Main Crop, . .	4 5 0	20	Poor, . .	Poor, . .
" .	Garton, . .	3 5 0	25	Poor, . .	Poor, . .
" .	Moynalty King, .	3 6 0	20	Poor, . .	Poor, . .
" .	Beauty of Bute, .	4 1 0	25	Poor, . .	Poor, .
" .	Up to Date,	3 11 0	20	Poor, . .	Poor, . .
ST. EDMUNDS, Co Cork.	Beauty of Bute, .	3 0 0	—	Bad, . .	Good, .
" .	Up to Date, .	6 0 0	—	Bad, . .	Good, . .
" .	Moynalty King, .	2 10 0	—	Bad, . .	Good, . .
" .	Garton, .	2 0 0	—	Bad, . .	Good, . .
" .	Main Crop, .	1 0 0	—	Bad, . .	Good, . .
" .	Lord Dufferin, .	3 0 0	—	Bad, . .	Good, . .
SHEHREENABINKY, Co. Tipperary.	Ashleaf Kidney, .	2 0 0	5	Poor, . .	Moderate, .
" .	Early Puritan, .	No record kept.	—	Good, . .	Good, . .
" .	Early Flounder, .		2	Good, . .	Very fair, .
" .	Beauty of Bute, .		—	Very good, .	Very good, .
" .	Ardcairn Beauty, .		10	Moderate, .	Good, .
" .	White Elephant, .		50	Very Bad,	Useless, .
" .	Champion, .		12	Excellent, .	Very good. .

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying.
A great many failures, .	Crop for the year hardly one-half of usual return. For field purposes the Champion is the variety invariably planted	Spraying unknown in this district.
Some failures, . . .		
A very good looking potato; bad for eating		
Not as good as in 1896, . .		
Resembles the Garton for table use.		
Planting all produce of seedling, having such a good opinion of them		
A very good potato, . .	The unfavourable weather brought on blight early, yet there was a much smaller percentage of diseased tubers than in years of more favourable weather.	Spraying only adopted by Teacher and Manager. Not efficacious owing to continuous rain.
Do., . .		
Do., . .		
Soft; keeps well, . .		
Large but tender, . .		
On the whole good, . .		
Promises good, . . .		
Bad for cooking, . . .		
Fair all round, . . .		
The potatoes were poor in quality, and did not keep, as they did not ripen.	Potato crop very poor, except in well-sheltered land, and when the crop was sprayed at least twice.	Spraying generally adopted, but was not so effective as in former years, owing to the wet summer
Suits district well, . .	Potato crop of this district did not average one-third of crop of any ordinary year. Blight appeared early and stopped growth long before maturing	Spraying has been adopted by a few and with marked beneficial results.
A good kind, suits a rich soil, .		
Did well this year, . .		
Fair crop, ...		
Almost a failure, does not suit soil.		
Very good considering this year.		
Very disappointing in this district.	Yield per acre about half the average, while the quality was in most cases very inferior.	Spraying altogether unknown. Teacher intends to try it this season.
Best early kind I know of.		
Very useful, comes in after Puritan.		
Good variety, but yield light.		
Cannot commend for general use.		
Shall never try this variety again.		
Appear to be the best variety still.		

(13.) ABSTRACT of REPORTS of TEACHERS in

NAME OF SCHOOL.	POTATO EXPERIMENTS.						
	Variety	Yield per Acre.			Percentage Diseased.	Quality.	
						Cooking.	Keeping.
		T.	C.	Q.			
DIRREENDARRAGH, Co. Kerry.	Beauty of Bute, .	4	0	0	10	Good, .	Fair .
„	Main Crop, .	3	0	0	2	Excellent, .	Very good, .
„ .	Up to date, .	4	0	0	6	Fair, . .	Fair,
LANSDOWNE, Co. Kerry.	Main Crop,	3	13	0	—	Fair, . .	Good, .
„ .	Beauty of Bute, .	3	0	0	—	Fair, . .	Some diseased.
„ .	Bruce, .	3	10	0	—	Good, . .	Good, .
„ .	Magnum Bonum, .	4	0	0	—	Good. . .	Good, . .
„ .	Champion, .	4	3	0	—	Good, . .	Good, . .
„ .	Moynalty King, .	3	10	0	—	Good, . .	Good, . .
SNEEM, . Co. Kerry.	Main Crop, .	3	3	0	6	Fair, . .	Good, . .
„ .	Beauty of Bute, .	3	10	0	10	Good, .	Very Good, .
„ .	Saxon, .	3	0	0	5	Good, . .	Fair, .
„ .	Sutton's Seedling, .	3	0	0	16	Bad, . .	Fair, . .
„ .	Wonder, .	3	10	0	6	Good, .	Good, . .
„ .	Market Favourite, .	2	3	0	10	Bad, . .	Bad, . .
BALLINSKELLIGS, Co. Kerry.	Lord Dufferin, .	4	0	0	6	Quality not tested.	Good, . .
„ .	Up to Date. .	4	0	0	8		Very fair, .
„ .	Moynalty King, .	3	3	0	10		Fair, . .
„ .	Beauty of Bute, .	3	2	0	12		Good, . .
„ .	Garton, . .	3	7	0	8		Good, . .
„ .	Main Crop, . .	3	10	0	12		Fair, . .
GLANMORE, . Co. Kerry.	Beauty of Bute, .	6	0	0	1	Good, . .	Good, . .
„ .	Moynalty King, .	7	2	0	3	Fair, . .	Fair, . .
„ .	Up to Date, . .	7	0	0	1	Fair, . .	Fair, . .
„ .	Main Crop, . .	8	0	3	Nil.	Good, . .	Good, . .
„ .	Lord Dufferin, .	7	10	0	13	Good, . .	Good . .
„ .	Garton, . .	8	0	0	0	No account.	
KILLACOLLA, Co. Limerick	Lord Dufferin, .	7	10	0	10	Fair, . .	Bad, . .
„ .	Moynalty King, .	6	10	0	30	Bad, . .	Bad, . .
„ .	Garton, . .	6	0	6	25	Fair, . .	Bad, . .
„ .	Main Crop, . .	8	10	0	20	Good, . .	Fair, . .
„ .	Beauty of Bute, .	6	10	0	23	Bad, . .	Middling, .

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying
Blight set in early, . .	Scarcely half the usual crop owing to early appearance of blight.	No spraying in this district.
The produce would have been higher if planted earlier. The varieties were not forward till middle of April.	The potato crop in this district was barely half the average. Autumn manuring should be more extensively practised, and when practised a good crop of potatoes is certain.	Spraying unknown in this district.
The Beauty of Bute was the first which showed signs of being diseased. The Wonder gave best satisfaction.	This year's potato crop was the worst raised for years.	Spraying has not as yet been generally adopted, but has produced good results when tried.
A very bad year for potatoes. Under the circumstances these varieties may be considered as very good.	Crop of 1897 almost a complete failure, and scarcely fit for human food.	Spraying not yet generally adopted, but where done properly it gives good results.
Bad crop compared with other years.	The worst crop for years, blight set in at the usual time or a little earlier.	No spraying in this district.
—		
—		
—		
—		
Bad and small, . . .		
Could not speak well of any of these potatoes sent for experiment purposes this year. "Main Crop" was fair, but the rest when brought to table were bad.	The crop in this district was of a very fair character, but rather much diseased.	Spraying has not yet been adopted in this district.

Appendix.

Section IV. (13.)

Potato Cultur

(13.) ABSTRACT of REPORTS of TEACHERS in

NAME OF SCHOOL.	POTATO EXPERIMENTS.				
	Variety.	Yield per Acre.	Percentage Diseased.	Quality.	
				Cooking	Keeping.
		T. C. Q.			
MULLINAHORNA. Co. Waterford.	Up to Date,	7 15 3	Percentage of disease was infinitely small	Bad,	Good,
„	Main Crop,	4 13 0		Good,	Fair,
„	Garton,	7 4 0		Fair,	Good,
„	Moynalty King,	6 18 0		Good,	Good,
„	Beauty of Bute,	7 18 0		Very good,	Good,
„	Champion,	8 2 0		Very good,	Good,
„	Lord Dufferin,	6 7 3		Very good,	Good,
GLENGARRAH, Co. Waterford.	Up to Date,	8 0 3	—	Very good,	Good,
„	Lord Dufferin,	8 0 0	6	Very good,	Fair,
„	Regents,	8 0 3	20	Good,	Poor,
„	Ardcairn,	7 8 0	5	Nice,	Good,
„	Beauty of Bute,	6 0 0	5	Fair,	Fair,
„	Main Crop,	8 0 3	6	Fair,	Good,
„	Moynalty King,	8 0 0	6	Fair,	Fair,
„	Garton,	4 0 0	6	Fair,	Fair,
„	Champion,	3 8 0	40	Poor,	Bad,
GARRYHILL, Co. Carlow.	Bruce,	4 8 0	·6	Poor,	Good,
„	Lord Dufferin,	6 4 0	4	Fair,	Good,
„	Beauty of Bute,	7 15 0	9·2	Good,	Good,
„	Garton,	4 15 0	—	Fair,	Good,
„	Moynalty King,	4 0 0	6·1	Fair,	Good,
„	Up to Date,	8 10 3	—	Fair,	Good,
„	Main Crop,	4 13 3	—	Fair,	Poor,
„	Champion,	6 10 3	13·	Good,	Good,
CLONMORE, Co. Kilkenny.	Up to Date,	5 8 3	20·	Not good,	Good,
„	Moynalty King,	7 10 0	—	Fair,	Good,
„	Garton,	8 10 0	—	Good,	Good,
„	Main Crop,	2 4 0	—	Middling,	Fair,
„	Beauty of Bute,	6 7 0	—	Good,	Good,
PILTOWN, Co. Kilkenny.	Robertson's Prolific,	17 18 0	2	Good,	Good,
„	Main Crop,	13 10 0	1	Good,	Good,
„	Beauty of Bute,	17 16 0	2½	Good,	Good,
„	Sutton's Seedling,	14 10 0	3	Bad,	Fair,
„	Up to Date,	15 10 3	2	Middling,	Good,
„	Garton,	11 10 0	7	Bad,	Good,

charge of SCHOOL FARMS on Potato Culture—*continued*

Remarks.	General Remarks on Crop in District.	Results of Spraying
Vigorous in growth, . .	Crop a complete failure, .	Spraying not yet practised in this district; the people believe that no human power could have prevented the disease this year.
Weak and slender, . .		
Grew thin; tubers small, .		
Strong bushy stalks, . .		
An excellent potato, . .		
Very productive, . .		
Produces a most prolific crop, .		
The weather at time of planting being very wet, the less vigorous growers did not do so well as they might have done if planted in more favourable weather.	Potato crop in this district a complete failure.	Spraying not generally practised in this district.
None of the potatoes sent for experiment purposes were sprayed. Champions in same field that were sprayed showed only 29 per cent. of disease.	The crop in this district for 1897 was the worst since the Champion variety was introduced. Blight set in a month earlier than usual.	Spraying not yet generally adopted, but those who did so are delighted at results.
Healthy, ...	Potato crop in this district far below the average, owing to late planting, caused by wet season.	Spraying not generally adopted.
Healthy, ...		
Healthy, . . .		
A failure, ...		
Healthy, ...		
Very good for table use and also as to produce	Crop of this district far beneath the average, owing to unfavourable weather, except in light, dry soil.	Spraying not generally practised, but will probably be extensively pursued next year, in consequence of the excellent results.
Good for table use, but large number small.		
Good quality; many small.		
Wet and flavourless.		
Heavy cropper, but not nice table variety.		
Poor cropper, and bad for table use.		

Potato Culture.

(13.) Abstract of Reports of Teachers in

Potato Experiments.							
Name of School.	Variety.	Yield per Acre.			Percentage Diseased.	Quality.	
		T.	C.	Q.		Cooking.	Keeping
WOODSTOCK, Co Kilkenny.	Moynalty King,	3	15	0	—	All bad and unwholesome.	Fair,
"	Garton,	4	15	0	—		Fair,
"	Up to Date,	6	7	0	0·4		Fair,
"	Main Crop,	2	15	0	—		Fair,
"	Beauty of Bute,	5	7	0	—		Fair,
"	Saxon,	6	15	0	11·1		Fair,
"	Sutton's Seedling,	6	15	0	0·14		Fair,
"	Farmer,	2	10	0	22·2		Fair,
"	Champion,	4	10	0	5·9		Very good,
"	Bruce,	0	5	0	—		Fair,
BALLINVALLEY, Co. Westmeath	Beauty of Bute,	3	15	0	5	Good,	Very good,
"	Champion,	4	0	0	4	Very good,	Very good,
"	Main Crop,	2	0	0	10	Bad,	Bad,
"	Up to Date,	4	5	0	6	Very good,	Very good,
"	Sutton's Seedling,	2	10	0	16	Poor,	Poor,
BALLYROE, Co. Galway	Lord Dufferin,	7	0	0	—	Good,	Good,
"	Beauty of Bute,	0	10	0	1	Good,	Good,
"	Moynalty King,	—			—	—	—
"	Up to Date,						
"	Main Crop,						
"	Garton,						
CARRAGORRA, Co. Mayo.	Beauty of Bute,	10	0	0	6	Good,	Good,
"	Garton,	8	0	0	2½	Fair,	Fair,
"	Moynalty King,	8	2	0	3	Fair,	Fair,
"	Ardcairn Beauty,	11	2	0	1½	Good,	Good,
"	Up to Date,	12	2	0	1	Good,	Good,
"	Sutton's Seedling,	14	0	0	½	Very good,	Fair,
"	Lord Dufferin,	14	0	0	½	Very good,	Fair,
"	Champion,	17	1	0	2	Excellent,	Good,
KILASSER, Co. Mayo.	Up to Date,	9	0	0	2½	Good,	Good,
"	Garton,	8	0	0	0·4	Good,	Good,
"	Moynalty King,	7	10	0	6	Fair,	Fair,
"	Beauty of Bute,	11	0	0	1·3	Very good,	Good,
"	Main Crop,	16	0	0	2	Very good,	Good,

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying.
These varieties were submitted to a severe test in reference to their keeping in "pits" during winter. In anticipation of severe frost, a heavy covering of clay without thatch was put on them. The quality of keeping good for eating during early summer months has not been tested.	Crop in this district, owing to wet weather and consequent late planting, was far below the average.	Spraying not practised.
Came to maturity before Champion.	The crop in this district comparatively poor, owing to late planting, due to wet season.	Spraying not practised.
None, ...		
A particularly poor crop, .		
Of healthy constitution, .		
Stalk disappeared soon, .		
This surpasses all the others in yield and flavour This variety comes up in point of production to Lord Dufferin	Crop in this district a partial failure. Since 1845 the blight has not been so destructive.	Not generally practised, but always gives good results. Teacher is of opinion that spraying has a prejudicial effect on the flavour, but otherwise is a perfect remedy against disease.
The yield was so wretched that they may be considered a total failure.		
Good, but tubers of fair size, .	The crop was all but lost to those who did not spray.	Spraying carried on by a few farmers, with excellent results.
Tubers small, . . .		
Tubers small, . . .		
Nice, fair-sized tubers, . .		
Good-sized tubers, . .		
Tubers a good size; flavour good.		
Flavour very good, and tubers of large size.		
These varieties are very good for general use, except Moyralty King.	Potato crop below the average owing to wet season.	Spraying not generally practised, but always gave excellent results. Will probably be general in the coming season.

Appendix.
Section IV. (13.)
Potato culture

(13.) ABSTRACT of REPORTS of TEACHERS in

NAME OF SCHOOL.	POTATO EXPERIMENTS.				
	Variety.	Yield per Acre.	Per-centage Diseased.	Quality.	
				Cooking.	Keeping.
		T. C. Q.			
DOOCASTLE, Co. Mayo.	Beauty of Bute,	3 15 0	4	Fair,	Good,
„	Garton,	0 10 0	4½	Middling,	Good,
„	Up to Date,	4 0 0	6	Good,	Fair,
„	Main Crop,	3 15 0	6½	Good,	Good,
„	Moynalty King,	0 10 0	4	Fair,	Fair,
KINAFFE, Co. Mayo.	Champion,	11 10 0	Disease was very slight.	Dry and Mealy	Keep good in June
„	Moynalty King,	6 5 0		Nice flavour,	Fair till Christmas.
„	Main Crop,	6 7 0		Fair,	Fair during Autumn.
„	Beauty of Bute,	9 7 0		Mealy and sweet.	Good till November
„	Up to Date,	0 10 0		Tender and sweet.	Good till Autumn
„	Garton,	7 7 0		Sweet,	Fair till November.
LEHINCH, Co. Mayo.	Up to Date,	10 0 0	3½	Good,	Kept well,
„	Moynalty King,	14 0 0	4·7	Good,	Kept well,
„	Lord Dufferin,	13 0 0	4·2	Good,	Kept well,
„	Beauty of Bute,	10 10 0	10	Good,	Kept well,
„	Garton,	10 10 0	4·7	Good,	Kept well,
„	Main Crop,	10 0 0	3·6	Good,	Kept well,
LISANISKA, Co. Mayo	Lord Dufferin,	10 17 0	Disease slight	Good,	All varieties of good keeping quality.
„	Main Crop,	6 0 0		Fair,	
	Up to Date,	16 15 0		Good,	
„	Beauty of Bute,	13 10 0		Very good,	
„	Garton,	6 10 0		Fair,	
„	Moynalty King,	10 15 0		Good,	
CARROWMORE FALMER, Co. Mayo.	Beauty of Bute,	22 10 0	2·6	Good,	Good,
„	Up to Date,	20 10 0	—	Good,	Good,
„	Saxon,	21 15 0	5·7	Fair,	Fair,
„	Bruce,	10 6 0	7·6	Good,	Good,
„	Garton,	10 0 0	·9	Middling,	Good,
„	Moynalty King,	10 0 0	2·1	Fair,	Fair,
„	Wonder,	15 0 0	10·6	Very fair,	Fair,
„	Market Favourite,	15 0 0	10	Middling,	Middling,
„	Main Crop,	10 10 0	2·	Poor,	Fair,

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying.
—	Potato crop the poorest for many years.	Spraying not generally practised, but gave good results when tried.
—		
—		
—		
—		
Excepting the Champion all the other varieties lose their flavour about midwinter. The seedlings grow very small for the last year.	Potato crop, except with those who sprayed, was almost a complete failure and scarcely fit for human food.	Spraying not generally adopted, but gave splendid results when tried. It is expected that the practice will be general next year.
This was the best variety,	Crop in this district rather poor. Those who planted early had a fair crop, but with others it was a complete failure.	Spraying adopted to a small extent, but always with best results.
This was the next best, and resisted the blight well.		
—		
Did not do so well as expected,		
Yield poor, not suited to this district.		
Splendid variety; heavy cropper.	Potato crop not more than half the usual yield, except in cases of early planting, and when spraying was practised.	Spraying not generally adopted. Most satisfactory results followed this treatment of the crop.
Tubers small; will not likely become a favourite.		
Good potato; heavy cropper, .		
Not well known to be a good variety.		
Good potato for cooking, .		
Good potato for cooking; good cropper.		
Good return, fair sized tubers resists blight fairly	Where spraying was done the crop was fair, both as regards yield and quality. Champions were grown almost entirely. Where no spraying was carried on the tubers were small, and, not being matured, were of a bad quality.	Spraying has been adopted wherever possible with the most satisfactory results.
Good return, large tubers; best resister of blight.		
—		
Some failures this year reduced yield.		
—		
—		
—		
Small crop of stalks which fail early.		
A poor crop of small tubers, .		

Appendix.

Section IV. (13.)

Potato Culture.

(13.) ABSTRACT of REPORTS of TEACHERS in

NAME OF SCHOOL.	POTATO EXPERIMENTS				
	Variety.	Yield per Acre.	Per-centage Diseased	Quality.	
				Cooking.	Keeping.
		T. C. Q.			
CALLOW, Co. Mayo.	Saxon,	10 16 0	2¼	Very fair,	Good,
"	Up to Date,	12 4 0	—	Good,	Good,
"	Moynalty King,	8 7 0	3¼	Fair,	Poor,
"	Beauty of Bute,	10 16 0	—	Good,	Good,
"	Main Crop,	10 12 0	—	Very good,	Good,
"	Garton,	7 0 0	4	Fair,	Poor,
NEWTOWN-BROWNE, Co. Mayo.	Ardesira Beauty,	14 1 0	—	Very good.	Good.
"	Wonder,	21 0 0	—	Very good,	Very good,
"	Major Nevo,	24 0 0	—	Very good,	Very good,
"	Moynalty King,	9 1 0	—	Good,	Fair,
"	Up to Date,	7 11 0	—	Good,	Good,
"	Lord Dufferin,	7 11 0	—	Soft,	Fair,
"	Saxon,	7 11 0	—	Very good,	Fair,
"	Beauty of Bute,	14 11 0	—	Good,	Fair,
"	Main Crop,	22 0 0	—	Good,	Fair,
"	Robertson's Prolific,	15 0 0	—	Fair,	Fair,
"	Bruce,	21 0 0	—	Good,	Very good,
"	Champion,	14 11 0	—	Very good,	Fair,
NORTHYARD, Co. Roscommon	Champion,	6 11 0	66	Good,	Good,
"	Lord Dufferin,	6 0 0	27	Not good,	Middling,
"	Beauty of Bute,	6 14 0	25	Good,	Good,
"	Up to Date,	4 12 0	9	Fair.	Very fair,
"	Main Crop,	4 0 0	—	Good,	Good,
"	Garton,	4 17 0	—	Middling,	Fair,
"	Moynalty King,	2 5 0	—	Middling.	Fair,
BALLYMURRAY, Co. Roscommon.	Champion,	6 0 0	16	Good,	Bad,
"	Beauty of Bute,	2 4 0	10	Good,	Fair,
"	Main Crop,	6 0 0	8	Good,	Fair,
"	Lord Dufferin,	6 0 0	8	Very good.	Very fair,
"	Garton,	6 10 0	8	Good,	Middling,
"	Moynalty King,	6 15 0	12	Bad,	Fair,
"	Imported Champions,	6 0 0	—	Very good,	Very fair,

charge of SCHOOL FARMS on Potato Culture—*continued*

Appendix.
Section IV. (12.)
Potato Culture.

Remarks.	General Remarks on Crop in District.	Results of Spraying.
Main Crop, Up to Date, and Beauty of Bute seem good varieties, and well adapted to this district. They yield well, and seem so far pretty free from disease. The other varieties are rather watery when cooked.	The worst crop for the last 20 years, probably owing to the very wet season.	Spraying not yet generally adopted in this district. Not one spraying machine in this district, containing 800 families.
Very promising variety, .	Where spraying was not done the crop was worthless, but a fair crop was got by those who sprayed.	Spraying practised by three-fourths of the farmers with excellent results.
Very fine cropper, . .		
A fine class of potato, . .		
These four varieties were obtained late and promise better than produce here shows		
A nice crop, . . .		
Gives a nice crop, . .		
—		
A fine keeping crop, . .		
—		
Least blight of all varieties, .	The potato crop of this district was only middling. The Champion was the principal variety grown, and, if sprayed, appears to be the best variety.	Spraying has not been adopted to any appreciable extent, but always with good results.
Slightly blighted. A good number of sets failed.		
Does not grow large here. Severely blighted.		
Slightly blighted, . .		
Does not grow large here. Much blighted.		
Very much blighted, . .		
Slightly blighted, . .		
Showed first signs of disease, .	The Crop was very light owing to the early attack of "blight." The best crops were obtained where sown with the first bud.	Spraying has been adopted to a fair extent with beneficial results when done before disease appears.
Beauty of Bute, Main Crop, and Moyaulty King showed disease at the same time; then Lord Dufferin; while Imported Champions showed scarcely any signs of disease		

(13.) Abstract of Reports of Teachers in

Name of School.	Potato Experiments.						
	Variety.	Yield per Acre			Percentage Diseased.	Quality.	
		T.	C.	Q.		Cooking	Keeping.
DOONFLIN, Co. Sligo.	Up to Date,	10	0	0	6	Good,	Good,
"	Main Crop,	10	0	0	8	Fair,	Good,
"	Moynalty King,	11	5	0	10	Good,	Fair,
"	Garton,	0	7	0	12	Middling,	Bad,
"	Beauty of Bute,	10	2	0	6	Good,	Good,
"	Champion,	14	8	0	0	Excellent,	Good,
CALRY, Co. Sligo.	Up to Date,	8	10	0	—	Good,	Good,
"	Moynalty King,	0	14	0	1	Fair,	Good,
"	Beauty of Bute,	7	0	0	—	Good,	Good,
"	Garton,	7	0	0	0	Good,	Fair,
"	Main Crop,	4	16	6	0	Fair,	Good,
BALLACUTRANTA, Co. Sligo.	Champion (Home),	8	3	0	7	Good,	Bad,
"	Imported Champion,	8	11	0	4	Excellent,	Bad,
"	Bruce,	7	1	0	5	Middling,	Excellent,
"	Ardesirn Beauty,	6	0	0	5	Middling,	Excellent,
"	Beauty of Bute,	7	0	0	4	Fair,	Good,
"	Imperator,	4	1	0	8	Good,	Middling,
"	Up to Date,	4	0	2	8	Middling,	Good,
"	Lord Dufferin,	3	15	0	14	Soft,	Very good,
"	Robertson's Prolific,	6	0	0	4	Good,	Middling,
"	Market Favourite,	5	1	0	6	Not good,	Good,
"	Irish White,	2	8	0	12	Good,	Not good,
"	Farmer,	6	11	0	10	Fair,	Bad,
"	Fortyfold,	6	13	0	11	Not good,	Fair,
"	Flounder,	7	10	0	20	Dry,	Not good,

charge of SCHOOL FARMS on Potato Culture—*continued.*

Remarks.	General Remarks on Crop in District.	Results of Spraying
Excellent variety. Heavy cropper.	Compared with other parts of the country the potato crop in this district was fair, being a little over half the average yield.	Only a few sprayed, but from the results Teacher expects that many will try the treatment next year.
This variety did not do so well,		
Worthy of a trial,		
This a bad variety,		
Worthy of a trial,		
No variety surpasses the Champion for general use.		
A fine crop,	The potato crop was not half the usual yield.	Spraying not generally practised.
A strong growing variety,		
A good field potato,		
Not suited for strong land,		
Best for garden crop,		
The Champion is preferred to any other variety. The Bruce is grown to a moderate account and liked for summer use. Flounders are the only early potatoes grown in this district.	The potatoes in this locality were generally of small size, but the crop all round seems to have been considerably better and very much freer from disease than in other places, especially near the coast where the land is stiff and retentive of moisture.	Spraying not generally practised.

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